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ABSTRACT

This journal consists of guides to instructional materials and articles on subjects of interest to teachers in bilingual education programs. The following articles and regular features appear in this issue: (1) "Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program: Abstract and Summary of Findings"; (2) A review of "Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program," by Michael O'Malley; (3) "English Reading for Asian Students," by Grace E. Lee, a discussion of cultural variables and their influence on language acquisition among Asian students; (4) "Opening the Classroom to Indian Students (Head 'em Off at the Pass)," by Dwight A. Billedeaux, a discussion of the systematic stereotyping of American Indians and their exclusion from quality education because of this; (5) "Instructional and Resource Materials: Annotations"; (6) "Publications of the National Dissemination and Assessment Center, Los Angeles," brief descriptions of recently published and forthcoming material; (7) "Issues in Language Testing," a discussion of some of the problems teachers face when assessing child language usage problems; and (8) "Test Reviews: Spanish/English Language Performance Screening (S/Elps) and the Austin Spanish Articulation Test (ASAT)." (AMH)

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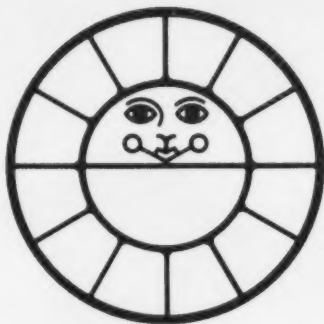
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PUBLISHER'S NOTES

BILINGUAL RESOURCES is a guide to bilingual, multicultural instructional materials, tests, and instructional techniques. Annotations and reviews describe materials available in the United States, its possessions or territories. Feature articles describe procedures for the appropriate use of materials, tests, and instructional techniques as well as materials development efforts.

This publication is prepared by the staff of the National Dissemination and Assessment Center, Los Angeles. The main objectives of the Center are to disseminate information on bilingual education and to publish and sell at cost selected bilingual materials. The Center welcomes your recommendations of materials for review in this publication.

COVER:

The symbols portrayed on the cover reflect values of the Orient. The clay figurine represents a storyteller from Ancient China, one who expands upon and preserves the culture from generation to generation; the writing brushes are the attributes of a scholar; palm leaves symbolize self-education; and the Chinese characters read *wisdom*. Not restricted to the Orient, these values are reflected in the philosophy of the National Dissemination and Assessment Center, Los Angeles.

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TABLE OF CONTENTS

2 FEATURE EXCERPT

EVALUATION OF THE IMPACT OF ESEA TITLE VII SPANISH/ENGLISH BILINGUAL EDUCATION PROGRAM:

ABSTRACT AND SUMMARY OF FINDINGS

Excerpts from a controversial document.

6 FEATURE REVIEW

REVIEW OF THE EVALUATION OF THE IMPACT OF ESEA TITLE VII SPANISH/ENGLISH BILINGUAL EDUCATION PROGRAM BY J. MICHAEL O'MALLEY

Results should be considered inconclusive according to the reviewer.

11 FEATURE ARTICLES

ENGLISH READING FOR ASIAN STUDENTS

BY GRACE E. LEE

Cultural variables and how they influence language acquisition among Asian students.

15 OPENING THE CLASSROOM TO INDIAN STUDENTS (HEAD 'EM OFF AT THE PASS) BY DWIGHT A. BILLEDEAUX

Systematic stereotyping of American Indians and how it has led to their exclusion from quality education.

19 INSTRUCTIONAL AND RESOURCE MATERIALS: ANNOTATIONS

Short reviews of bilingual publications.

32 PUBLICATIONS OF THE NATIONAL DISSEMINATION AND ASSESSMENT CENTER, LOS ANGELES

Brief descriptions of recently published and forthcoming material.

36 MEASUREMENT AND EVALUATION NOTES

ISSUES IN LANGUAGE TESTING

Discussion of some of the problems teachers face when assessing child language usage problems.

40 TEST REVIEWS

SPANISH/ENGLISH LANGUAGE PERFORMANCE SCREENING (S/ELPS)

Screens the child's language for dominance and provides five language categories for initial instructional grouping.

AUSTIN SPANISH ARTICULATION TEST (ASAT)

Designed for use by speech pathologists, ASAT identifies articulation problems.

QUESTIONS AND COMMENTS INVITED

If you have questions or comments on **BILINGUAL RESOURCES**, please submit them to the National Dissemination and Assessment Center. Representative ones will be published in future issues.

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FEATURE EXCERPT

Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program:

ABSTRACT AND SUMMARY OF FINDINGS

Editor's note: The following are excerpts from an interim evaluation report prepared by the American Institutes for Research. Following it is a review by J. Michael O'Malley, Senior Research Associate, Multicultural/Bilingual Division, National Institute of Education.

ABSTRACT

BACKGROUND AND RATIONALE

The Elementary and Secondary Education Act Title VII Bilingual Education Program was established by Congress in 1968 to meet the special education needs of students of limited English-speaking ability in the United States so that they could eventually achieve competency in the English language. In 1974, in response to a Congressional mandate to assess the status of federally funded

bilingual education projects in the United States, the U.S. Office of Education/Office of Planning, Budgeting, and Evaluation contracted with the American Institutes for Research (AIR) to conduct an "Impact" study of such projects. Up to that time, no large-scale national evaluation of the effectiveness of the Title VII Program had been conducted. The resultant study was to determine the impact of bilingual education on students in the cognitive and affective domains in a nationally representative sample of Spanish/English bilingual projects funded through Title VII of the Elementary and Secondary Education Act. The first year of data collection occurred during the 1975-76 school year and the results obtained are summarized here.

The Impact Study is one of three studies concerned with the evaluation of bilingual education projects funded by the U.S. Office of Education under a contract with the American Institutes for Research. The two other studies have been completed, and their final reports have been prepared:

Study of Bilingual/Bicultural Projects Involving Native American, Indo-European, Asian and Pacific Language Groups (AIR Report 48300-9/75-FR[II]), September 1975 (ERIC Report #ED 123-894)

The Identification and Description of Exemplary Bilingual Education Programs (AIR Report 48300-8/75-FR [I]), August 1975 (ERIC Report #ED 123-893)

STUDY DESIGN

The general design of the Impact Study was one of contrasting the performance of two groups of students: those enrolled in Title VII Spanish/English bilingual projects and comparable students not enrolled in such projects. Students from grades 2 through 6 in each group were pretested and posttested during the 1975-76 school year. In addition, the characteristics of projects in operation were documented thoroughly for a sub-sample of all classrooms of students involved in the Study.

DATA COLLECTION

Instruments were selected or developed to measure student performance in English reading, mathematics, and Spanish reading. In addition, information was collected via a student questionnaire about student background factors and

*The NDAC-LA has collected reviews of the impact report from the following individuals and organizations: M. Beatriz Arias *et al.*, former Associate Director of the Impact Study; the Center for Applied Linguistics; Severo Gomez, Texas Education Agency; Attilano A. Valencia, New Mexico State University; Joseph Wingard, Educational Evaluation Associates. A complimentary xeroxed copy of these reviews may be obtained by writing to the National Dissemination and Assessment Center, Los Angeles, California State University, Los Angeles, 5151 State University Drive, Los Angeles, CA 90032, Attention: BILINGUAL RESOURCES.

student attitude toward school-related activities. To assess teacher characteristics and attitudes toward bilingual education, a teacher/teacher aide questionnaire was developed. Similar questionnaires were designed for assessing the attitudes of parents and advisory committee members toward bilingual education. To document the educational experiences of subsets of students in the sample, instruments were designed for structuring interviews conducted with personnel at those sites selected and in observing classrooms.

Each student was assigned a testing package containing tests appropriate to his/her level of language competence (as judged by his/her teacher): English monolingual, Spanish monolingual, Spanish-dominant bilingual, English-dominant bilingual. The testing sessions, lasting a total of approximately six hours, were conducted in the fall (around November) and spring (around May) of the 1975-76 school year. The educational experiences of students in selected classrooms in the sample were documented during site visits made by AIR staff during the school year.

DATA ANALYSIS

The general analysis strategy was to assess the overall effectiveness of the Title VII Spanish/English Bilingual Education Program and to identify highly effective or ineffective approaches to Spanish/English bilingual education. Performance levels of students in Title VII bilingual classrooms, as well as with national norms—where such norms were available for the particular test instrument used.

INTERIM RESULTS

Characteristics of Participating Students

Approximately three-quarters of the students enrolled in the Title VII Spanish/English bilingual classrooms were of Hispanic origin. Generally less than a third of all students in the Title VII classrooms were there because of their limited English-speaking ability. For students who were of Hispanic background, 35 percent in the second-grade classrooms were there because of their limited English-speaking ability. In grades 3, 4, 5, and 6, the

corresponding percentages were, respectively, 30 percent, 29 percent, 19 percent, and 27 percent.

Characteristics of Teachers/Aides

As a group, Title VII teachers were generally more proficient in English and Spanish than were non-Title VII teachers. Also, Title VII aides were generally more proficient in Spanish or Spanish and English than were non-Title VII aides. Eighty percent of Title VII teachers had a regular or bilingual teaching credential, and about 30 percent reported having master's degrees.

General Project Data and Costs

Most of the Title VII projects in their fourth or fifth year of funding were implementing a Spanish maintenance bilingual program. Only 5 percent of the project directors indicated that a Spanish-dominant student is transferred from the project to an English-only classroom with no Spanish language maintenance once he/she learns English well enough to function in school.

Related to the question of the stability of project management, 10 percent of the projects reported having more than two directors during the past four to five years.



About one-third had had the same director since the project's inception.

Per pupil costs associated with Title VII were found to vary among geographical regions. These costs for Title VII students from Title VII funds ranged from \$150 to \$739 with an average of \$310. When other non-district funds are added, the total non-district-supported per pupil costs for Title VII students ranged from \$321 to \$984, with an average of \$531. When the total non-district costs are added to the basic district per pupil cost, the grand total for Title VII students ranged from \$1,127 to \$2,120, with an average of \$1,398.

Title VII Program Impact on Student Achievement and Attitude Toward School

The interim results from the first year's data suggest that in terms of one of the major goals of the ESEA Title VII legislation—that of having students of limited English-speaking ability achieve competency in the English language—the projects which have been operating four to five years have not been generally effective.

However, in terms of permitting students to progress in mathematics, the Title VII projects were able to bring about consistently encouraging results at all grade levels.

While no appropriate norms or comparison groups were available to assess the relative impact of Title VII on the acquisition of Spanish language arts, there was an increase in the scores on the Spanish reading test between the pretest and the posttest for Title VII students.

No clear trend was found which would indicate that participating in Title VII brought about an increase in positive attitude toward school.

All in all, there seems little doubt that most of the students in the Title VII projects included in this evaluation generally were not performing in the English language at expected educational levels. This overall level of performance was not a result of large numbers of Spanish monolingual students being in the program. Rather, the majority of the students were classified by their teachers as being bilingual or English monolingual. While their present level of English proficiency suggests that additional instruction in English language arts would be necessary to bring these students up to grade level in English proficiency, it is not evident from the current data of the Impact study that Title VII bilingual education as presently implemented should be considered as the most appropriate approach for these students.

SUMMARY OF FINDINGS

The findings of this interim report can be grouped into the following areas and summarized:

- Nature of the student population served by Title VII projects
 - Characteristics of Title VII project teachers and aides
 - Title VII project data and costs
 - Title VII program impact on student achievement and attitude toward school based on analysis of pretest and posttest data collected typically during November and May of the 1975-76 school year.
- A. Nature of the Student Population Served by Title VII Projects
- Approximately three-quarters of the students enrolled in the Title VII Spanish/English classrooms were of Hispanic origin.
 - Less than a third of the students in Title VII classrooms were there because of their limited English-speaking ability.
 - For students of Hispanic background, 35 percent in the second-grade Title VII classrooms were there because of their limited English-speaking ability. For grades 3, 4, 5, and 6, the corresponding percentages were, respectively, 30 percent, 30 percent [*sic*], 19 percent, and 27 percent.
 - Approximately 60 percent of the Title VII second-graders were judged by their teachers to be English monolingual or English-dominant bilingual. The same is true of the third-graders. Approximately three-quarters of the fourth-, fifth-, and sixth-graders in the bilingual classrooms were judged to be either English monolingual or English-dominant bilingual students.
- B. Characteristics of Title VII Teachers and Aides
- The general level of training of Title VII teachers is indicated by the finding that approximately 80 percent of the teachers had a regular or a bilingual teaching credential, and some 30 percent reported having a master's degree.
 - Almost all the teachers and most of the aides had been involved with inservice or district workshops in bilingual education and had taken course work in bilingual education.
 - In terms of experience with bilingual education, two-thirds of the teachers and two-thirds of the aides had had two or more years of bilingual teaching experience.
 - Approximately two-thirds of the teachers and almost all the aides indicated that they spoke both Spanish and English in their homes.
- C. General Title VII Project Data and Costs During the 1975-76 School Year
- The number of students served by the Title VII projects ranged from 200 to 5,000, with somewhat over half of the projects serving between 200 and 500 students each.
 - The level of stability of project management is reflected in the finding that only 10 percent of the projects had had more than two project directors during the past four to five years. About half had had two directors, and a third had had the same director since the project's inception.
 - Analyses of the policy of each project with regard to the placement of a Spanish-dominant student once he/she is able to function in school in English showed that by far the majority of the projects were implementing a Spanish maintenance bilingual project. Eighty-six percent of the project directors indicated that once a Spanish-dominant student learns English well enough to function in school he/she remains in the bilingual project. Only 5 percent of the project directors indicated that a Spanish-dominant student is transferred from the project to an English-only classroom with no Spanish language maintenance once he/she learns English well enough to function in school.
 - Variations among geographical regions were evident when Title VII per pupil costs were examined. Per pupil costs from Title VII funds ranged from \$150 to \$739 per Title VII student, with an average of \$310. When other non-district funds were added, the total non-district-supported per pupil costs for Title VII students ranged from \$321 to \$984, with an average of \$531.

When the total non-district costs were added to the basic district per pupil costs, the grand total per pupil cost for Title VII students ranged from \$1,127 to \$2,120, with an average of \$1,398. (The grand total per pupil cost for non-Title VII students ranged from \$992 to \$1,534, with an average of \$1,022.)

D. Title VII Program Impact on Student Achievement and Attitude Toward School

- Average Fall 1975 to Spring 1976 achievement gains in English language arts for Title VII Hispanic students were not superior to those on non-Title VII Hispanic students.
- Title VII Hispanic students who were judged to be Spanish monolingual by their teachers (for test and questionnaire administration purposes) showed no gains in English language arts achievement between pretest and posttest with respect to national norms.
- Title VII white non-Hispanic student pretest and posttest means showed that the relative standing of these students on English language arts declined slightly between pretest and posttest in four of the five grades included in the study (grades 3, 4, 5, and 6).
- Title VII Black student pretest and posttest means showed that the relative standing of these students on English language arts national norms stayed the same or increased slightly in three of the six grades included in the study (grades 2, 3, and 4).
- Title VII Hispanic students in all grades (2 through 6) performed better than non-Title VII Hispanic students with respect to the acquisition of computational skills in mathematics.
- Relative to national norms, the achievement gains in computational mathematics of Title VII Hispanic students who were judged to be Spanish monolingual by their teachers were greater than expected for all grades in the study.
- White non-Hispanic and Black students in Title VII classrooms demonstrated positive gains relative to national norms in computational skills in mathematics.
- Posttest Spanish language arts achievement did exceed that measured by the pretest for Title VII Hispanic students but lack of a suitable comparison group of students did not permit these gains to be uniquely associated with participation in a Title VII project.
- Participation in Title VII-supported classrooms did not tend to have any differential impact on student attitudes toward school-related activities.
- In regards to gains in English reading, English vocabulary, and mathematics, several Title VII and non-Title VII classrooms were found to be producing unusually effective results when compared to the rest of the sample. Thus, while educational procedures found in some Title VII classrooms resulted in such unusual gains, these gains were also found in some non-Title VII classrooms.
- Several Title VII classrooms had students who, compared to the rest of the sample, made unusual gains in Spanish reading, vocabulary, and reading comprehension.
- Classrooms unusually effective in bringing about positive changes in student attitudes toward school were found among both Title VII and non-Title VII classrooms. Such changes in attitude, however, were not associated with unusually effective student test performance in English reading, Spanish reading, or mathematics.
- No clear trend related to the relative proportion of Hispanic and non-Hispanic students in the classrooms with unusually effective or unusually ineffective English reading or mathematics performance was evident. The percent of Hispanic students in classrooms unusually effective in English reading and English vocabulary ranged from 44 percent to 96 percent. The percent of Hispanic students in the classrooms unusually ineffective in these academic areas ranged from 30 percent to 100 percent. Essentially the same findings were evident with regard to mathematics performance and Spanish reading performance.

E. Conclusions

The interim results from the first year's data suggest that in terms of one of the major goals of the ESEA Title VII legislation—that of having students of limited English-speaking ability achieve competency in the English language—the projects which have been operating four to five years have not been generally effective.

However, in terms of permitting students to progress in mathematics, the Title VII projects were able to bring about consistently encouraging results at all grade levels.

While no appropriate norms or comparison groups were available to assess the relative impact of Title VII on the acquisition of Spanish language arts, there was an increase in the scores on the Spanish Reading Test between the pretest and the posttest for Title VII students.

No clear trend was found which would indicate that participating in Title VII brought about an increase in positive attitude toward school.

All in all, there seems little doubt that most of the students in the Title VII projects included in this evaluation generally were not performing in the English language at expected educational levels. This overall level of performance was not a result of large numbers of Spanish monolingual students being in the program. Rather, the majority of the students were classified by their teachers as being bilingual or English monolingual. While their present level of English proficiency suggests that additional instruction in English language arts would be necessary to bring these students up to grade level in English proficiency, it is not evident from the current data of the Impact Study that Title VII bilingual education as presently implemented should be considered as the most appropriate approach for these students. □



REVIEW OF THE Evaluation of the Impact of ESEA Title VII Spanish/English Bilingual Education Program

by J. Michael O'Malley

Thank you for inviting us to review the interim report on the Impact Study of the ESEA Title VII Spanish/English Bilingual Program submitted by the American Institutes for Research to the Office of Education. Based on our reading of the interim report, we have attempted to provide constructive recommendations for future analyses and, where appropriate, to raise alternative interpretations of the data. In doing so, however, we caution that these comments are based exclusively on the written report and a single telephone conversation with the OE Office of Planning, Budgeting and Evaluation. Unfortunately, notification of the OE/AIR briefing on the interim report did not reach us, so we have not had an opportunity to interact personally with AIR personnel involved in the study.

The interim report is complex and lengthy. Furthermore, not all aspects of the study are of immediate relevance. Our comments are addressed to the English language and affective outcomes and related procedures rather than to other portions of the study. The approach taken in addressing aspects of the study relating to the English language

and affective outcomes is:

- (a) to cite a specific outcome from the interim report which might be subject to alternative interpretations based either on the methodology or data available to us;
- (b) to indicate the nature and rationale for the alternative interpretations or for comments regarding the outcome; and
- (c) to recommend additional analyses that could clarify the interpretation or, where additional analyses are not readily apparent, suggest that the alternative interpretations be made explicit.

DISCUSSION OF THE OUTCOMES

Outcomes Related to the Nature of the Population Title VII Serves

The outcomes in the interim report related to the nature of the population served by Title VII projects include the following (Chapter VIII, page 1):

- Approximately three-quarters of the students enrolled in the Title VII Spanish/English classrooms were of Hispanic origin.
- Less than a third of the students in Title VII classrooms were there because of their limited English-speaking ability.

Comment

The procedural approach for identifying students with Hispanic origin and limited English-speaking ability is discussed in Chapter III (page 16). A roster was sent to a classroom teacher with a list of names of the students in his/her classroom. The teacher was asked to indicate the category which best described each student, as follows: English dominant in reading and mathematics; bilingual in reading and knows mathematics in English; Spanish dominant in reading and mathematics; or bilingual in reading and knows mathematics in Spanish.

In Chapter IV (page 5) terminology is introduced that suggests students were identified as monolingual in English or as limited English speaking. The terminology is repeated in Chapter V (page 8F), and in Chapter VI (pages 10, 55). We found no descriptions of the procedures used to define these terms.

Two comments appear relevant. First, with what reliability and validity can teachers identify from a list those students who fall into any of the classifications such as Hispanic origin, language dominant, monolingual, or limited English speaking? Second, did the study intend to equate dominance with proficiency?

Recommendations

Readers of the final report would be assisted in their interpretation of the findings by explicit references to procedures and data that verify the teacher judgments of dominance and proficiency. Readers would also be aided by explicit descriptions of procedures used to define the terms "monolingual" and "limited English speaking."

OUTCOMES RELATED TO PROGRAM IMPACT

The outcomes in the interim report that relate to program impact on the English language and attitude include the following (Chapter VIII, page 3ff):

- Average Fall 1975 to Spring 1976 achievement gains in English language arts for Title VII Hispanic students were not superior to those of non-Title VII Hispanic students.
- Title VII Hispanic students who were judged to be Spanish monolingual by their teachers (for test and questionnaire purposes) showed no gains in English language arts achievement between pretest and posttest with respect to national norms.
- Participation in Title VII-supported classrooms did not tend to have any differential impact on student attitudes toward school related activities.

Based on these and other findings, the summary concludes that in terms of having students with limited English-speaking ability achieve competency in the English language, one of the major goals of the ESEA Title VII legislation, the projects which have been operating four to five years have not been generally effective.

Comments

There are a number of reasons why the data and procedures on which these findings are based might yield alternative interpretations. The reasons and the alternative interpretations, where apparent, are as follows:

Group Comparability. The design for this study as explained in Chapter II (page 2) is a two-group pretest/posttest design. One of the groups represented students in Title VII Spanish/English grades 2-6 projects in their fourth or fifth year of funding during the 1975-76 school year. The second represented members of non-Title VII

classrooms identified by each participating site who were similar to those in the Title VII classrooms on ethnicity, linguistic competence, and socio-economic status (SES). No random assignment was involved. The statistical techniques used were analysis of covariance, comparison to national norms, and analysis of growth rates.

One of the assumptions of the covariance design is that the groups be randomly assigned to treatment or non-treatment groups from the same population. When the assumption cannot be met because groups for which a prior assignment has been made must be used, as in Title VII and non-Title VII classrooms, the approach has been to test for initial differences between the groups on relevant variables. If significant differences are found, it has generally been concluded that the groups were not drawn from the same population and the assumption has been violated. Comparability of groups in the Impact Study was determined by testing the strength of association between the relevant variables and membership in Title VII or non-Title VII groups. Although the usual procedure in such studies would have been to test for differences between Title VII and non-Title VII groups in terms of mean score on the relevant variables, the procedure actually used produces comparable if not equivalent results. This test for strength of relationship was applied for Hispanic origin students at each grade level (2-6) to two English language pretest measures (Reading total¹ and Vocabulary on the California Test of Basic Skills, Form S (CTBS/S)), one attitudinal measure, and one measure of socio-economic status.² Of the resulting 20 relationships reported, three on English proficiency differed significantly from zero, and six on SES differed significantly from zero, indicating that the comparability assumption for Title VII and non-Title VII groups on these variables could be questioned (Chapter VI, page 29). Inspection of the mean scores on English proficiency (Chapter VI, pages 49, 50)

¹Apparently this score was composed of a sum of the Vocabulary score and a Comprehension score.

²The procedures used to define SES were unclear.

indicates that the non-Title VII group out-performed the Title VII group in grades 4 and 5 for the CTBS Reading Total Score and in grade 5 for CTBS Reading Vocabulary. Thus, some differences between the groups were evident at the time of the pretest. The interim report concluded that the groups were "reasonably" comparable because the differences, although significant, were not "large." An appropriate procedure would have been to caution the reader regarding the interpretation of results where statistically significant initial differences are found, regardless of whether they give the appearance of being "large."

Further information regarding initial performance status can be gained from identifying the percentage of students in Title VII and non-Title VII classes who were determined by their teacher to be Spanish dominant. Although teacher judgment may need to be verified with other information, as was indicated above, almost all non-Title VII students were considered either English monolingual or English dominant, and 20-40 percent of the Title VII students (depending on grade) were judged Spanish monolingual or Spanish dominant bilingual (Chapter VI, page 10).

A second assumption of the covariance design is that the Title VII and non-Title VII groups be comparable in terms of slopes for the regression of posttest on pretest scores.³ Tests of significance for differences in slopes between the two groups were performed for Hispanic-origin students at each grade level (2-6) on two English language measures (Reading Total Score and Vocabulary of the CTBS/S) and one attitudinal measure. Significant relationships were reported in 5 of these 15 comparisons. The analysis of covariance was nevertheless performed for these data with the justification that the "large number of Hispanic students present in the analysis samples was undoubtedly the reason that small differences (as were in fact reported) were statistically significant" (Chapter VI, page 35).

³The slopes (or relationship of posttest to pretest scores) must be comparable because the covariance technique pools information from each group in order to adjust posttest scores. The adjustment reduces error variance and increases the sensitivity of the analysis.

Investigators faced with the dilemma of finding initial differences between groups, according to recent statistical literature (Cochran and Rubin, and other articles by Rubin), have two options: proceed to conduct the covariance comparison at posttest anyway, but with appropriate cautions to the reader; or block the distribution of initial scores in each group to make comparisons only between blocks with comparable initial scores. The recommended approach is to use both techniques together. However, the interim report apparently does only the former, and does so with no caution to the reader.

A third assumption related to the design is that Title VII and non-Title VII groups are comparable with respect to such characteristics as rate of attrition or loss of students from pretest to posttest. Some investigators have speculated that Hispanic origin students from families with high mobility may be overrepresented among those who receive low performance scores. Inspection of the attrition data for all students in the Impact Study shows that the non-Title VII group's attrition exceeded the Title VII group's attrition by from 11 to 18 percent in three grades (Chapter II, page 6). Grade 4 had by far the lowest percentage of attrition. As the study points out, these differences are not "dramatic." However, they may be sufficient to have reduced the number of low scoring students in the non-Title VII group and thereby affect the outcomes favorably for the non-Title VII groups.

The hypothesis that attrition in part accounts for differences in Title VII and non-Title VII students can be analyzed in a number of ways. One of these is to inspect the posttest means and the CTBS Reading Total Score and Vocabulary (Chapter VI, page 69) as adjusted in the covariance. Differences, generally significant, are reported favoring the non-Title VII group at each grade level on Total Score except grade 4. The grade 4 differences significantly favored the Title VII group. A similar pattern was found with Reading Vocabulary. Therefore, evidence can be found in the report to substantiate the claim that where attrition rates between the

two groups were most comparable, as in Grade 4, the performance differences favored the Title VII group.

A final point can be made with regard to the comparability of groups. The geographical distributions of Title VII and non-Title VII classrooms were not similar. Chapter V (page 26) provides information of the distribution of schools by region. Nineteen of the 25 non-Title VII classrooms are located in the Southwest (Arizona, New Mexico, Texas) with only three classrooms in a single state in the West (California). The problem with regional distribution no doubt arose because 18 of the 38 Title VII sites indicated they were unable to identify appropriate comparison classrooms (Chapter II, page 4). Although the consequences of regional dissimilarity are not clear, the possibility exists for numerous influences to have a differential impact upon the students other than Title VII or non-Title VII experiences and thereby influence the outcomes.

Level of Implementation. Three of the purposes of the Impact Study are described in Chapter I (page 4) as follows:

- To determine the impact of bilingual education on students in the cognitive and affective domains in a nationally representative sample of Spanish/English bilingual projects funded through ESEA Title VII.
- To describe the input and process variables in these projects and to group projects meaningfully, according to the process characteristics.
- To identify those process characteristics which result in greater gains in the outcome variables.

The interim report addresses only the first of these three purposes, while also providing information pertinent to two other objectives related to costs and ethnic and racial composition. The second volume of the interim report describes each Title VII project in some detail, but the information is not presented so as to permit responses to the second and third objectives cited above. Nor is the information sufficient to determine whether a bilingual program, as defined in the Bilingual Education Act, as amended by Public Law 93-380, was implemented at each site.

The net effect of summarizing outcome data across sites with unknown levels of implementation is open to conjecture. The interim report indicates that some Title VII projects were particularly effective, whereas others were not. To what extent the effective sites were operating a bilingual program more so than the ineffective sites will remain to be determined in the final report. Until more information is available, two cautions expressed in the summary chapter of the interim report need to be highlighted (Chapter VIII, page 6).

... it is not evident from the current data of the Impact Study that Title VII bilingual education as presently implemented should be considered as the most appropriate approach for these students (emphasis added).

Two additional points regarding level of implementation can be raised. First, the average duration across all sites from pretest to posttest was only 5.50 months for the Impact Study. Even in a well-implemented program, this duration may be too brief for adequate educational improvement to be demonstrated. The final report should resolve this by providing data over a longer period of time. Second, the duration of time in the program for students no doubt varied considerably. The interim report did not present or analyze duration of student participation as a relevant variable affecting outcomes. However, the report did indicate that some of the students in non-Title VII classes had received bilingual education, although for a shorter period of time on the average than Title VII students (Chapter VI, page 13, 26). Self-report data on the Spanish-language proficiency of teachers and aides in Title VII versus non-Title VII classrooms supported the idea that non-Title VII students may have received instruction bilingually (Chapter V, page 18). Problems in the final report can be anticipated since some of the non-Title VII students may have been exposed for an even longer period to some form of bilingual education even if not funded by Title VII.

Interpretation of Results. Results of the interim report based on comparisons between groups or comparisons with norms in some instances can be interpreted

differently from the manner presented. In two instances the interim report indicates that significant differences favoring the Title VII group can be discounted because the differences are based on a decline of mean scores in the non-Title VII group. The first instance is with the reading and vocabulary performance of Title VII Hispanic students, which are described in the following fashion (Chapter VI, page 75):

... the appearance of the positive results favoring Title VII for fourth-grade Hispanic students (based upon the Title VII/non-Title VII comparative analyses) was probably due to the fact that the reading and vocabulary performance of Title VII Hispanic students was fairly stable (relative to national norms) while that for non-Title VII Hispanic students declined (relative to their pretest national percentile rank).

The second instance where significant differences favoring Title VII groups are discounted due to a decline in scores by non-Title VII groups is with attitudinal measures. The relevant section of the report reads as follows (Chapter VI, page 95):

... the apparent gains for Title VII fifth and sixth grade Hispanic students were largely a result of a slight decline in the attitudes of the relatively small numbers of non-Title VII Hispanic students with whom they were compared.

These results presented for English reading and vocabulary as well as for attitudinal measures can be interpreted somewhat differently than the interim report suggests. The grade 4 non-Title VII group's English scores can be said to represent what would have happened in the absence of Title VII. To stave off a decline in scores is as meaningful in certain instances as producing an increase in scores. Thus, it could be argued that the difference in English performance for these students should *not* be discounted. Virtually the same argument can be applied to the attitudinal measures.

From a reader's viewpoint, alternatives to the interpretation presented in the interim report are equally viable, that is, that the English language and attitudinal gains for Title VII students are in fact meaningful. The interpretation of outcomes in many cases might have been aided by using statistical procedures that have greater flexibility and can analyze more

variables simultaneously. Multiple regression has been used in numerous other evaluation reports recently and would improve the clarity with which these results can be interpreted if used appropriately.

Coverage and Reporting of Outcomes. One important outcome for Title VII programs that was not assessed in the interim report is oral productive language in English. The extent to which students can communicate effectively through productive language in English would seem to be an important outcome of a Title VII program as much as reading proficiency.

A test of oral receptive language was administered but the data were not presented in the interim report. These receptive or listening skills are extremely important since differences could reflect on the capability of the students to respond to achievement test situations. Low performance on listening skills might indicate that students would be unable to understand instructions provided in English for an English language test. Analyses of data could be crucial for understanding the results of the study.

The CTBS scores reported in the study, as noted earlier, are Reading Vocabulary and Comprehension. However, the comprehension score was subsumed, apparently, within a combined Vocabulary and Reading Total in the interim report. Consequently, Reading Total and Vocabulary are not independent scores, and the major conclusions of the study with regard to English language outcomes are reached with what appears to be a narrowly defined set of independent skills.

The interim report gives insufficient clues to the content of the CTBS to determine whether prerequisites such as decoding, word attack skills, and inference are assessed. Independent information obtained elsewhere verified that they are part of the comprehension score. Without comprehension reported separately from its prerequisites, however, the reader is left with no indication that students are attaining proficiency in either of these critical areas. That is, enough information should be provided to attribute performance on reading comprehension independently to attainment of either prerequisite skills or of critical skills specifically related to comprehension.

Recommendations

The outcomes in the interim report that relate to Title VII effectiveness in English language and attitudes can be clarified in preparation of the final

report in the following manner:

1. Presenting competing interpretations of the data when alternatives seem equally viable.
2. Indicating the effect on outcomes of initial differences between Title VII and non-Title VII groups with regard to English language fluency, attrition, geographical distribution, and duration of participation in bilingual services.
3. Using blocking strategies as well as analysis of covariance and, where possible, multiple regression.
4. Relating level of implementation and process variables to outcome.
5. Collecting information on English language oral production skills, and reporting information on receptive skills.
6. Specifying operations for defining socio-economic status and provide the rationale for not providing separate results for Reading Comprehension instead of combining Comprehension with Vocabulary into a total score.

OUTCOMES RELATED TO PROGRAM GOALS

The interim report includes information which leads to the conclusion that the program as generally implemented is a maintenance approach. Insofar as the Title VII legislation has generally been interpreted as authorizing a transitional approach, this conclusion warrants comment. The specific information that points to a maintenance program being offered is as follows:

- Only five percent of the project directors indicated that a Spanish-dominant student is transferred from the project to an English-only classroom with no Spanish language maintenance once he/she learns English well enough to function in school (page xxxii);
- Eighty-six percent of the project directors indicated that once a Spanish-dominant student learns English well enough to function in school he/she *remains* in the bilingual project (Chapter VIII, page 2); and
- Generally less than a third of the Hispanic origin students were in Title VII classrooms because of limited English-speaking ability.

Comments

The conclusions reached in the final report regarding the implementation of a maintenance program under Title VII support would be clearer if definitions for three critical terms were provided. The three critical

terms or phrases in which a definition is needed are "limited English speaking," "learns English well enough to function in school," and "language maintenance."

The confusion over use of "limited English-speaking ability" (LESA) was addressed earlier, where it was stated that teacher judgments from a list at the onset of the school year need to be verified. Part of the verification would be to determine whether the operations used in this study to define LESA relate in any clear manner to the definition of LESA in the authorizing legislation. Additionally, the data on which the "one-third" LESA estimate is based are for students who completed both pretest and posttest. Substantial numbers of LESA students might have been ignored in this analysis who were present at the time of pretest. For these reasons, little confidence at present can be expressed in the data reported.

The second term used in the interim report that requires definition is "learns English well enough to function in school." There is no widely used set of operations considered acceptable to define this phrase. The operations specified in the questionnaire (page A-57) are but one of the number of optional approaches. In view of the lack of consensus of the acceptable operations, a questionnaire respondent's judgment would best be supplemented by independent information either from observations or assessment of student performance. Presently, the National Institute of Education is conducting work in this area and has identified a set of variables that strongly relate to an index of having learned English well enough to function in school. The variables are English aural and verbal proficiency, Spanish reading proficiency, and certain demographic or background factors (e.g. years in the United States). The complexity of these variables suggests that a simple question asked of a respondent in the school would not adequately determine a student's status with respect to English language proficiency.

The third term used in the interim report that requires definition is "language maintenance." Language maintenance is not defined but is inferred from whether "Spanish-dominant students" (a term which itself is subject to the constraints noted earlier) remain in classrooms receiving Title VII support irrespective of the fact that they can "function in school in English"

(another term subject to constraints noted earlier). To *infer* the existence of a maintenance program from terms for which definitions have not been verified and for which no demonstrable relationship to terminology in the authorizing legislation has been provided seems unnecessary given the wealth of student and program data collected in the Impact Study. Thus, the project directors apparently did *not* indicate that their program utilized either a maintenance or transitional approach, contrary to what the interim report suggests, and no verification of the existence of a maintenance approach in the context of the school's full educational program was reported. It is conceivable that the school's full educational approach may be supportive of a maintenance type program such that Title VII monies are only being used for LESA students. It is also conceivable that students remain in Title VII programs once no longer classified as LESA for programmatic and educationally justifiable reasons that fall totally in compliance with regulations established for Title VII. The set of operations and conclusions in the interim report on which the inference that a maintenance bilingual project exists would not detect these subtleties.

Recommendations

Provide operational definitions of terms such as "limited English speaking," "learns English well enough to function in school," and "language maintenance," and provide independent verification that the operations measure the constructs indicated.

Summary and Conclusions

A review of the interim report of the Title VII Impact Study submitted to the Office of Education by the American Institutes for Research was conducted. The review described outcomes that might be subject to alternative interpretations, specified the nature and rationale for the alternative interpretations, and recommended additional analyses that could clarify the interpretation of results. Three types of outcomes were drawn for discussion from the full interim report: (a) percentage enrollments reported in Title VII classrooms for Hispanic origin and limited English-speaking students; (b) English language and attitudinal measures differentiating Title VII from non-Title VII students of Hispanic origin; and (c) percentage of programs reported to be operating a maintenance or transitional approach.

The results presented in the interim report should be considered inconclusive until specific issues have been addressed. First, percentage enrollments reported in Title VII classrooms for Hispanic origin and limited English-speaking students were based on questionable and unverified operations. Second, outcomes reported for English language and attitudinal measures favoring non-Title VII over Title VII students were subject to the limitations that (a) statistical assumptions were violated without pursuing alternative approaches or providing cautions to the reader in summary interpretations; (b) initial comparability of Title VII and non-Title VII groups was not clearly established; (c) level of implementation for a bilingual program as defined in the Title VII authorizing legislation was not reported; (d) competing and equally viable interpretations of some of the data could be offered; and (e) coverage and reporting of outcomes was incomplete. Third, the reported high percentage of maintenance programs was based on questionable and unverified operations. Recommendations for addressing these issues in the final report were offered. As a final recommendation, Abstracts or Executive Summaries of the final report should contain appropriate caveats to readers regarding the confidence that can be placed in the interpretation of the results.

A satisfactory final report should emerge from addressing the issues identified and pursuing the recommendations indicated.

J. Michael O'Malley is the Senior Research Associate, Multicultural/Bilingual Division of the National Institute of Education. This review was originally written as a memorandum to Dr. John C. Molina, Director, Office of Bilingual Education, United States Office of Education. The opinions expressed are those of the author of the memorandum and are not necessarily the views of the National Institute of Education or the Department of Health, Education, and Welfare.

English Reading for Asian Students

by Grace E. Lee



In the 1960's, with the flower children and the Black Movement, middle-class Oriental youths on the west coast—Japanese, Chinese, Korean—began to rebel against their elders and the dominant white culture. Tired of being mis-classified as model minorities, these idealistic, intellectual, and elitist youths called attention to their frustrations with the myth known as the American "melting pot." They rejected the term "Oriental," which carries overtones of western colonialism and imperialism,

and stressed the use of "Asian-American" to reflect this new consciousness.

With the liberalized immigration laws, the burgeoning numbers of Asians today include additionally the Pacific Asians (Filipinos, Hawaiians, Samoans, Guamanians, East Indians, Pakistanis, and Ceylonese) as well as Southeast Asians (Thai, Vietnamese, Cambodians, and Laotians). Each group has its own linguistic and cultural background; each carries its distinct historical heritage including prejudices against other Asian groups.

Whether rich or poor, new immigrants or American born, there are common goals to which all Asian-Americans aspire vis-a-vis the school community: (1) that each student's heritage, self-esteem and cultural pride be preserved to avoid becoming a marginal person in American society; and (2) that the student's formal schooling will bring success in the dominant culture.

Bilingual-Bicultural Program Reading

The development of bilingual-bicultural education programs providing instruction and

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usage of both the native language and English, including body language used in both cultures, is a national effort in meeting these goals. For its success, it needs teachers who can serve as both cultural and linguistic models. When teachers understand both cultures and languages, they can systematically help students to compare and contrast language usages and cultural differences such as "... the way people live their daily lives, how they interact, subjects of conversations, the performance of tasks associated with daily existence, holidays, customs, taboos, role expectations, role performances, interests, values, attitudes, etc." (Lee, 1976b). The Asian student learns to deal effectively with two social settings (cultures) and two symbolic systems (languages), thereby becoming truly bilingual-bicultural.

Bilingual teachers are also in the position to detect where, along the continuum of monolinguality-bilinguality-equilinguality, a student's strength and deficiency may lie. While it is unreasonable to expect a teacher to conduct an Asian bilingual program which studies more than one specific Asian group, it is not uncommon to find many Asian groups present in one classroom. Often, when a bilingual program is provided, say for the Chinese, it makes no provision for differences in students' backgrounds in terms of: (1) dialect spoken at home, (2) American born vs. overseas born, and (3) suburban, rural, or urban environment influences. The tasks faced by the teachers are awesome indeed.

But the teacher in a bilingual-bicultural classroom can try to learn the language and customs of Asian students, thereby indicating that their language and background are valued and respected. Each ethnolinguistic group influences the attitudes and motivation of the learners in its unique way, which in turn influences the learners' desire for integration with a new language group (Gardner and Lambert, 1972). When Asian parents and students see their teacher's positive attitude toward acquiring their language and culture, they perceive the educational process as a mutual effort and not one in which the mode of communication is imposed without regard for the students' background.

Home Environment and Reading

An important factor in successful reading is the extent to which a student has developed mastery of that language which is in textbooks. Research in child development has

also revealed that children of different racial ethnic groups display distinctive profiles of mental abilities. Those from lower-class homes were substantially below their middle-class counterparts in component parts of intelligence as measured (Lesser, Fifer, and Clark, 1964). Some Vietnamese-speaking teachers and aides in Los Angeles are experiencing difficulty in communicating with certain Vietnamese children in their native language due to the children's restricted language background. These students, deficient in their home language as well as in English, may suffer from mutual interference caused by the variations in the two languages (Lucas and Singer, 1973).

Teachers can help to expand these children's oral language development by creating an environment that is conducive to spontaneous and creative language activities. Culturally, Asian students often do not volunteer in class because this is perceived as directly opposed to modesty and humility. Their lack of facility with English adds to the reluctance to speak up. Use of puppets, creative dramatics, role-playing, and simulation allow students the opportunity to develop a healthy language ego without risking the loss of personal dignity. As students' sociolinguistic competence increases, their ability to communicate can lead to further social interactions and personal growth.

On the other hand, many recent immigrant students of middle- or upper middle-class Asian families have a wealth of knowledge and experience about their native land and the world. Being literate in their native language, they already have insights into the reading process as well as a firm foundation for success in second language reading (Modiano, 1966). Some of these students have also attained various degrees of oral skill and literacy in English. They are eager to perfect their English so they can advance in the new country. They are unenthusiastic about bilingual-bicultural education programs because what schools are able to provide them, in terms of their native language and culture, pales in contrast to what they already know. These students seem happiest in English as a Second Language programs.

Cultural Variables

With the exception of some Vietnamese refugees who are now separated from their language groups, members of Asian groups tend to live in close proximity, lending support and encouragement to each other and reinforcing their native cultures and identities. Cultural variables common to many Asian groups, which teachers need to be familiar with, are as follows:

Values. Asian societies hold scholars in high esteem; every parent's wish is for the child to become learned. Overwhelmed by the availability of free public education, they often exert strong but subtle pressure on their children to excel in school. The immigrant student, in the meantime, is undergoing culture shock while attempting to scale the language barrier. Failure produces in the student an experience culturally known as "shame" for having "lost face." Ultimately, this manifests itself in a lowered self-concept, which often becomes internalized as feelings of "inferiority."

Asian cultures generally emphasize a strong sense of history, familial relationships, and the development of one's self in harmony with nature. The American middle-class values, as reflected by the schools, are forward-looking, encouraging individual endeavors in mastery of the environment. Modesty and humility are considered virtues, and Asian parents teach their young to defer, yield, restrain, and refuse politely. These signs of "mature" behavior may be perceived by Americans as a lack of courage and conviction because western culture rewards self-reliance, independence, and individual freedom.

Cognitive Styles. Sue and Frank (1973) found Chinese- and Japanese-American male students to have higher quantitative scores in comparison to verbal performance. They attributed the phenomenon to the cultural values that emphasize restraint in verbal expressions, especially of strong feelings, and an emphasis on the structured, logical, concrete, and impersonal attributes.

It was also hypothesized that reflective children are more efficient in inductive reasoning and tend to make fewer errors in reading while impulsive thinkers may be more willing to take risks and, therefore, become faster readers (Brown, 1972). Asian students who have been imbued with the traditional customs of perseverance, reserve, and patience

thus demonstrate a reflective conceptual tempo (Kagan, 1965), and may sacrifice speed in reading for higher standards of performance in accuracy and reasoning ability.

Learning Modalities. In Asian societies, learning is equated with literacy. Children are discouraged from physical exploration or manipulation of environment while emphasis is placed on visual incorporation and mastery (Lee, 1976a). Visual learning is further reinforced by writing systems that include logograms such as in Chinese, Japanese, Korean, and Vietnamese. In learning to read and write logograms, which are ideographic, the student must make visual discriminations as to the distinct placement of each stroke or dot. One slip can change one logogram into an entirely different pronunciation and meaning.

Other Asian students have learned to read and write at the same time due to the traditional method of teaching, which is by rote memory and copying from teacher's dictation. Many of these students can be seen in American schools with dictionaries in hand, learning new words and language patterns while tracing letters in the air or on desk tops. This need for visual and tactile-kinesthetic input is a learning trait characteristic of Asian students. Additionally, many may lack facility with the deep structure of English language (semantics and syntax) and, therefore, come to rely heavily on the surface structure of letters and words.

Linguistic Variables

Chinese. Chinese is a tonal language with the tone as a word-forming constituent and the stress denoting grammatical or semantic differences. Of the major Chinese dialects, Mandarin and Cantonese are spoken most often in the United States. Chinese uses monosyllabic meaningful units with no inflections of person, tense, voice, number, or case. Word order of subject-predicate, verb-object, or adjective-noun are strictly adhered to. Other parts of speech are the pronoun and sentence-ending particle. As in many other Asian languages, article, preposition, and conjunction are almost non-existent. Phonemes differ with each dialect so that speakers of various dialects cannot easily understand each other.

Japanese. Around 4 A.D., the Japanese borrowed from classical Chinese in reading and writing. Today, the language contains loan words from European countries as well. Chinese logograms are used for meaning and sound value and comprise five percent of Japanese writing; two modern syllabaries make up the balance. Japanese phonology is highly consistent with open syllables ending in five vowel sounds. Many Japanese phonologists maintain that, as in some Chinese dialects, the r-like sound causes speakers of these languages to occasionally substitute r for l or vice-versa when they encounter English words which begin with either letter.

Korean. Korean is probably related to Japanese, as the two languages are remarkably similar in grammar. Korean uses its own phonetic script in addition to Chinese ideographs, which comprise approximately ten percent of the writing.

Vietnamese. Vietnamese is also a monosyllabic language which is in the Romanized alphabet. This alphabet is widely used today but in the past was written in Chinese characters. Under the influence of Chinese civilization since the Han dynasty (202 B.C.-220 A.D.), the language has remained non-inflecting, tonals, with the grammar marked by rigid rules of word order. Major parts of speech include nouns and verbs of several kinds and the use of kinship terms as pronouns. There are some conjunctions and sentence-ending particles. Tone markers in Vietnamese writing are similar in concept to those used in Chinese, though they are different in appearance. These tone markers can be adapted to mark pitch sounds in spoken English. For example:

Try it, you'll like it.

Now?

No. Tomorrow

OK.

Of course, there are other markers used in Vietnamese. But the Romanized writing allows this kind of adaptive technique to be used in English reading. (The National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209, has many Indochinese Refugee Education Guides that teachers may find helpful.)

English Phonology: An Enigma

The difficulties posed by English phonology for Asian students abound. English has beginning and ending sounds, blends and diphthongs which are not used in Asian languages. Along with auditory processing of speech sounds (acuity, discrimination, and perception), the Asian student needs to be able to integrate the auditory input into ongoing experiences in order to gain comprehension, develop concepts, and store information in the memory bank for later retrieval. Clinical studies reveal that young children learn auditory patterns for each word or utterance rather than sounds in isolation. Only when the auditory input is structured in such a way that it becomes a transferable pattern do children develop the idea that words can be broken into sound parts (Robeck, 1964).

Many Asian students' progress in English reading is arrested at the decoding stage, in terms of such phonetic analysis as differentiating between short vowel sounds. This is not only inefficient; it is downright discouraging. Actually, phonological interference in second language learning is important only to the extent that it hampers understanding (Garcia, 1974). The skillful teacher supplies sufficient cues in context to help the students make the differentiation and map sound patterns at the syllable level. "This is a *pet*" and "This is a *pit*," using pictures or objects, is a much more meaningful way to learn these vowel sounds rather than to be able to differentiate them in isolation. Cue systems used to aid auditory patterning should also draw upon the learning strengths of Asian students, namely, the visual mode with tactile reinforcement.

English Syntax

The age of the student appears to be a factor in second language performance. For a younger student, the language acquisition process for a second language, as with the first language, is largely inductive with the student actively, though subconsciously, acquiring information through "undifferentiated input." In fact, error correction and conscious learning techniques are probably non-productive at this stage. For the adolescent or adult student who has the ability to do abstract thinking, this "acquisition" ability diminishes while the conscious "monitor system" for language increases, and error correction becomes useful in

modifying production. Krashen (1976) referred to the first as "acquisition," which is more related to affective factors; to the second as "learning," which is more related to cognitive factors. The older student apparently uses both systems.

Language learning as an inductive process was also studied by Dulay and Burt (1974). From hearing the patterns of a language repeatedly, children infer the underlying grammatical structure and generate their own constructions. Using error analyses the researchers found that regardless of first language background, children tend to reconstruct English syntax in similar ways, called "creative construction," and "... it is the L₂ system, rather than the L₁ system that defines the acquisition process"

As syntactical load increases with the increased demands of more complex reading, a student may be further confused by the syntax of home language and English syntax. Teachers can help students to monitor differences in the syntax of two languages as well as provide feedback. Syntactic cues Asian students need most are: (1) use of inflectional endings, (2) punctuation marks, (3) use of possessives, (4) use of parts of speech that do not exist in the native language, and (5) grammatical relationships.

Semantic Cues

In order to gain meaning from reading, the Asian student must bring into play experiences and knowledge of the English language that would make it possible to anticipate the words that would follow in context or the construction of meaning from unfamiliar words. As language is always used in the context of culture, the teacher's role is also to assist the student in making interpretations of what is read in light of the American culture. Sometimes, words and expressions are not translatable from one language to another; only a teacher who is familiar with the student's language and culture would be able to point that out. Failing this, it may make the teacher appear as ignorant in the student's eyes as the student is in the teacher's.

A student who lives in poverty sees little sense in solving math problems dealing with the cost of five pounds of roast beef or a bushel of apples. A student who has lived under oppression has little understanding of democracy. A student whose life has been antithetical to the urban middle-class may see little value in reading or going to college. Asian students who come from such backgrounds may not be able to relate to the traditional American curriculum. They need to know that students from other ethnic backgrounds have similar problems. Furthermore, they need to understand that not all American kids go to college, and those who do, do not always succeed.

Conclusion

We know very little about the reading process. We know even less about the second language reading process. A teacher who is sensitive to the student's linguistic development, cultural values and priorities, personality, educational background, age, maturity, social status, and home environment can make the reading experience an enjoyable and successful one for the student, and a challenging and rewarding one for the teacher.

As feelings of competence and worth develop, the Asian student begins to experience reading as a part of the process of communication. Language, sociability, and self-concept all become parts of a sense of awareness of how one culture reads another. □

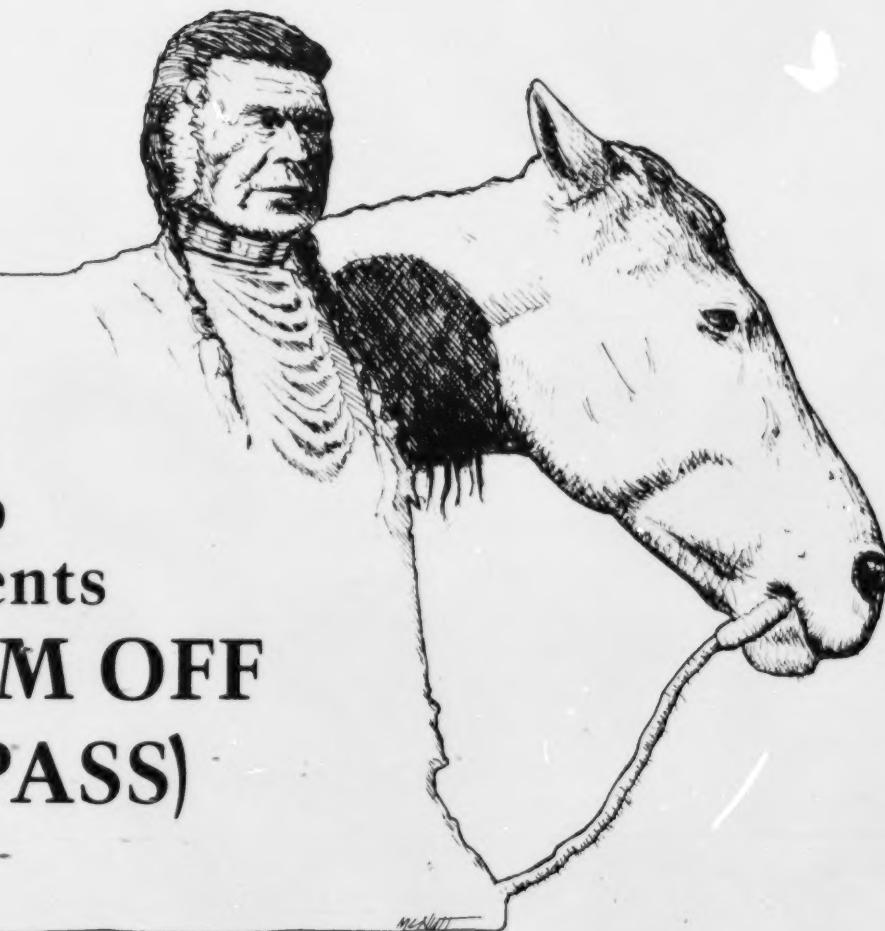
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Opening the classroom to Indian Students (HEAD 'EM OFF AT THE PASS)

by Dwight A. Billedeaux



I realize that education fails to meet the needs of most children, but it misses the mark even more in the case of Indian children and children of other minority cultures.

If I were to throw a rock into a body of water, the rock would cause a large splash. In turn it would cause a series of circular, concentric turbulences, reaching out till it caused only a small ripple. When educational problems strike, they cause the biggest turbulence among the Indians reaching out to other cultures with less devastating effect.

Opening the classroom to Indian students is an educational imperative no longer to be avoided or evaded. For too long, the system of our country has served to oppress Indian people instead of realizing their potential and, consequently, has served to deprive instead of provide.

Young Indian students are systematically stripped of their image, their creativity, their heritage, their aspirations, and their personal uniqueness in order to style them into a productive unit for a mass technological society.

Educational curriculum for the American Indian has the highest responsibility to strike a blow at those using education as a weapon for exclusion. I believe that teachers and community education leaders can and must take an active role in making curriculum vital and up to date.

Curriculum developers can spend numerous hours developing elaborate curriculum units for Indian schools, but the units are useless as long as the teachers who must teach the units or the community leaders who must decide what is to be taught are not directly involved in its development.

To open the classrooms, one must not just knock down concrete walls. The stereotyping of certain social attitudes that bring about governmental restrictions and that cause emotional crippling of our Indian children must be eliminated.

Dr. John Aragon tells us that emotional crippling is a result of sins of omission rather than sins of commission. By this statement he means that there is no evil intent in the emotional crippling that occurs.

His reference to emotional crippling is given in the study reported in the 1962 Association for Supervision and Curriculum Development Yearbook. Basically, the findings tell us that children perceive themselves as they think others perceive them. This means that, for the most part, they rely on others to tell them who and what they are. When this is done, they identify with that perception to the extent that their behavior will conform to it. In the next stage, their behavior will channel them into becoming what others perceive them to be. This phenomenon is true for all children including culturally different children. The major finding of the study was that, after having the school experience, children were less emotionally healthy than when they first entered school. One's culture or life-style can be insulted inadvertently in the classroom, but the pain is no less severe.

When we speak of individualizing education, we give it mainly lip service. Here it is, all wrapped up in the saran wrap of our educational jargon.

To meet the needs, to meet the needs of whom? We say the students but do we really mean them? When we teachers plan for ourselves, perhaps through serendipity we meet some students' needs. I find many educators today, however, who tend to regard systems of family life, kinship, magic, and religion as quaint survivals of early social development, largely ignoring their present role in governing human activity. For example, they regard magical practices and religious beliefs as clumsy attempts at scientific thought, completely neglecting the role they play in social life and without recognizing that social solidarity often rests upon a religious value system that provides necessary safeguards against apathy, insecurity, and despair. They see these Indian values only as instances of Indian blunder and primal stupidity. This type of thinking has put Indians exactly where they are today.

Therefore, we should be looking at student needs as student resources. But the problem is made more complex when it becomes necessary to define the needs of Indian students. Successful instruction is based on the relevance of subject content to the real needs of students. Too often, instructors, unknowingly or otherwise, cause students to become mere parrots. Indian students ought to be encouraged to become producers of knowledge and not solely consumers. For too long they have been consumers only and poor consumers at that. Relevance needs to be a basic component of instruction. The assessment of relevance is a personal matter, which

is subject to the influence of the Indian family and many other sources. Since the school and home often disagree on what constitutes the need of Indian students, the home will assume dominance. This results in rejection of motives, ill feelings, and lack of support for education.

The popular meaning of culture generally refers to the finer things in life such as art, literature, music, and philosophy. Culture in this respect is related to personal refinement. However, in sociological usage and the manner in which I shall utilize it, culture is a much broader concept than personal refinement. Dr. Paul Meadows has pointed out that there are now about 257 different definitions of the word culture, each placing emphasis in a particular direction.

Culture, for analytical purposes, is divided into its material and non-material parts. Material culture is the physical objects of a culture, including the ways in which they are used. Non-material culture consists of values, beliefs, ideas, customs, ideologies, and social structure. Non-material aspects of culture are less tangible, but they are the most important to American Indians.

Indians now inhabit all 50 states. There remain some 312 distinct tribal communities, speaking 200 languages on nearly 200 reservations. No one Indian can speak for all Indians of the United States or for his entire tribe because of the clan system and other differences.

American Indian culture is our way of living. It developed to meet our fundamental needs for survival, perpetuation of the species, ordering of social organizations, learned modes of behavior, knowledge, beliefs, and all the activities that developed our Indian associations.

Culture, then, is humanity's contribution to the environment: a contribution denied to the Indian by an over-powering guest who arrived on our shores over two hundred years ago.

Our Indian culture has had several different stages: a free culture; a genocide culture; a denied culture; a dominated culture; no culture; a patronized culture; and now a contrived, acculturated, assimilated culture.

Free Culture

"That, that once was, but will never be again." The culture that our forefathers knew and lived before the coming of Western Europeans is gone. When they awoke in the morning and

greeted their Sun God with prayers and prepared for a day of living, doing, and thinking, they knew that the sun, their father, and the moon, their mother, looked down upon them, protecting and guiding them. For the man, it was a day of hunting, exploring, thinking, and seeking vision—a day of leisure, happiness, and, above all, freedom.

This free period is what we modern Indians refer to when we want to talk about a positive culture. This was the time when Indians were in harmony with Nature, a period when they knew Nature would provide for them if they behaved and obeyed Nature's law. They accepted life on a here and now basis. They were not time-oriented; they accepted Nature in its seasons. "We will get through the years, one at a time; if the things that we are doing now are good, to be doing these things all my life will be good."

Indians believed in following the ways of the old. The young should be quiet because they lacked maturity and experience. This de-emphasized experiment, innovation, and change. Indians worked to satisfy present needs. Gathering and accumulating more than one needs could be construed as selfish and stingy. The basis for the Indian's society was cooperation. Conformity was the ideal. Competitiveness did not enter their lives except in sports, games, and in "give-aways." "Give-aways" were usually held to celebrate the return of a loved one, or when bestowing an Indian name, or for some other accomplishment. They accepted group sanctions and kept life rigidly routine. Indians feel they should follow in the old ways with confidence, without the need of scientific explanation for natural phenomena.

Indians are oriented to the present. Time is a relative thing. Indians do what is needed: sleep when tired, fix things only when needed, eat when hungry, and go places when they get there. Time is of no importance. Quiet dignity is their heritage and silence is wisdom. It is instilled in them to be silent and reticent. It is not the Indian way to be boisterous or to be outgoing.

Permissiveness pervades the atmosphere in which Indian children are raised. They believe in individual freedom. One does not tell anyone else what to do; the choice is made without interference. Patience is a valuable quality among Indians. Experience is knowledge; thus, the older one is, the wiser one is.



Genocide Culture

This is a period when the Indians and their culture served no useful purpose to the Whites. They both had to go: thus, the deliberate and systematic extermination of the American Indians and their culture.

Denied Culture

When genocide didn't succeed, a great theory prevailed that the Indians were less than human and more like animals and that their way of life was of no value. Thus, the hypothesis: Indians were savages, they couldn't be domesticated; therefore, their existence was like that of wild animals. No cultural good could or ever would come out of it. When this theory no longer catered to the imagination of writers and others, a dominated culture period began.

Dominated Culture

During this period, whatever way of life the Indians adhered to was scrutinized by do-gooders, churches, and governmental agencies and was very strongly dominated.

The Indians became tired and passive, they imitated, and did what the non-Indians wanted them to do; thus, a period of no Indian culture openly existed. The anthropologists began to encourage multiculturalism. This period re-introduces Indian culture to Indians who really never lost their culture. The anthropologists began to tell the Indians and non-Indians of the greatness of parts of the Indian culture. Some of this was imagined by the anthropologists; the Indians, however, welcomed this encouragement from such an unexpected group of non-Indians.

Thus, the whole country began to paternalize this culture. This was the era that writers and movie producers began to romanticize.

Contrived, Assimilated, Acculturated Period

We are now in the contrived, assimilated, acculturated period. They have misled, misinterpreted, and completely confused the American Indian to the point where the Indian now says, "To hell with it and with them. I'll go my way and they can go theirs." As a result, we have become very nationalized. Our young have contrived ways and means of identifying as Indians. Some have become white Indians; the indoctrination of many years has won over some of the Indians.

Assimilation has separated Indians from their culture; acculturation has taken its toll. But the majority have

clung to their free Indian culture and refuse to give it up. Some Indians are willing to become bicultural but only to the point where it is *in addition to* and *not instead of*.

Because of what has happened historically, it is no surprise that Indian children have been labeled as lazy, timid, backward, dumb, and lacking initiative. Other minorities will say, "Well, we had it tough, too, and no one is doing anything special for us." As a matter of fact, the whole ball game has been designed just for the larger minority groups.

Teachers can, however, introduce the positive qualities of Geronimo when discussing Kit Carson; speak about Chief Joseph when talking about General Grant; or Vine Deloria when talking about the muckrakers. Discuss Jim Thorpe and Billy Mills when discussing Mark Spitz; Will Rogers when discussing Bob Hope. Teachers should strive to enrich the curriculum and help the students to identify with some of the important people in history.

Indian children have a poor self-image because they are in the process of living an Indian's life style. They are living in the shadows of a stereotyped people. Walk with those labels on your shoulders, and you too will begin to limp.

The education available to Indian children is inferior because "Indian education," as a body of pedagogical principles, does not exist. Rather, we may define Indian education as the imposition of white American educational institutions upon Indian communities. There is no tradition of formal education that is Indian. There are ancient traditions of informal

education in American cultures, but these traditions have never had any relationship to the schools now operating in American Indian communities.

Those schools that have implemented such courses really do not have the sanction of the State Departments or the blessings of the non-Indian community—so they are functioning in spite of them. It is these types of courses that will reinforce the learning of traditionally taught American courses. This will allow the Indian to see a greater need for education, put a far greater effort into learning and hence complete a higher standard of achievement in this world today. This allows the Indian to be better prepared to do social combat in the world of the dominant society.

It is not difficult to document the fact that Indians, as a group, are among the most deprived people in America in terms of income, jobs, housing, health, and education. The question of problems involved in education of American Indians has been posed often; the more relevant question, however, might concern the solution of educating American Indian children in Montana. The problems are quite obvious and have been for years. The problems related to Indian education are many and varied but not so complex that they cannot be resolved.

The Indian children are facing the problems that are natural to a segregated people and that are



associated with low income and substandard homes. These children's reactions, intelligence, and responses are equal to, or in some cases, better than comparable races. However, unwise reactions by some educators often cause negative attitudes from these students. In facing the problems of Indian education, it is easy to confuse the symptoms of the problems with the problems themselves.

Poor attendance, dropouts, parental apathy toward education, lack of self-confidence, shyness, over-consciousness of criticism, and an inferiority complex have too often been considered as the problems rather than as the symptoms of more involved problems.

The Indian Tribal Culture: As it is Taught to the Child by Family and Tribe

This includes language, values, life-style, ways of cooperating or competing with others, attitudes toward male and female teachers, and the definitions of rewards and punishments. It is probable that the ways of teaching employed by teachers are not always effective with certain Indian groups and could be very much improved upon if a careful study of this factor were made.

Poverty

The low income of many Indian families prevents them from feeding their children adequately and also from buying school supplies and clothing.

The Local Community

Most Indian communities are isolated geographically, do not provide access to money-producing jobs or to educational institutions such as libraries, and do not offer to the Indian youth many models of success through education.

Teachers and Schools Not Geared to Indian Ways

Although most teachers and school principals are well disposed toward Indian students and parents, they often make mistakes in their teaching due to ignorance of the local-Indian culture. Limited contact between school staffs and Indian communities and the persistence of prejudice and negative stereotypes among some school personnel require attention. Teaching methods and the content of the school curriculum can be made more effective than they are now if we make use of our present knowledge and experience.

Public school vs. Federal Bureau of Indian Affairs

Growth of Urban Indian Population. The Indian student has always been the "thing" caught up in a great conflict. As a co-participant in a transitional culture, the student faces the difficult choices in values that come from race traditions as opposed to the infringements of the twentieth century middle-class value system, which threatens every aspect of the Indian's life. The young Indian is caught between parental passive resistance to a socio-political system based on governmental paternalism, disgust at such a system, and desire to maintain an Indian identity. By necessity, this governmental system adheres to a form of isolationism that causes the young Indian to reject the values inherent in this outside governmental system. Yet, at the same time, the outside world impresses itself on the consciousness of the student by television, radio,

newspapers, magazines, visitations to other communities, advertising, and everyday personal and business contacts. Inter-marriage also tends to bring the influence of the outside world to young Indians.

Indian children enter into a four-stage acculturation syndrome. The first stage is *bewilderment*, in which individuals question their own values and become confused. The second is a stage of *rejection*, the state in which the student rejects all the things attributable to lack of success. The third is *pseudo-acculturation*, the practice of acknowledging or emphasizing one's ethnic background because it is the thing to do. The fourth is the *bicultural* stage: a person appreciates or partakes of the values of both cultures. Only in the bicultural stage can we have some positive results from intercultural contact.

Education is only a tool and it alone cannot solve all problems but it can help the American Indian be independent, walk straight, and stand tall. □



JAMES THORPE

Involved for 35 years in Indian Education, Dwight Billedeaux was recently the Coordinator of Indian Culture and Professor of Education at Eastern Montana State College, at Billings. He has also been a college president, serving in that capacity at DQ University, near Davis, California. Mr. Billedeaux was the Executive Director of the National Council on Indian Education in Washington, D.C. and is presently the Curriculum Director of District G, Browning, Montana, which has 2300 Indian students.

AUDIOVISUALS/Filmstrips and Cassettes

Nutrición Para Ti

By Ann Edson

This material helps children to learn the facts on nutrition and health in a most entertaining way. The filmstrips are in color; the narration is in Spanish. *Nutrición Para Ti* is directed toward helping students see how food is related to health and growth while understanding the criteria for selecting food.

Filmstrip and Tape I—*¿Qué es la Nutrición?* (What is Nutrition?). The functions of food patterns, nutrients, proteins, carbohydrates, fats, vitamins, minerals, and water are explored.

Filmstrip and Tape II—*Eres lo que Comes* (You Are What You Eat). Questions such as: "Why do you eat?" and "How do you select food?" are answered. The basic-four program is given as a general guide for a balanced diet. Calories are presented, but the filmstrip emphasizes that the body's need is for nutrients, not specific foods.

The Teacher's Guide gives instructional and behavioral objectives along with lesson plans for the filmstrips and the cassettes.

Distributed by:
Educational Activities, Inc.
P.O. Box 392
Freeport, NY 11520

© 1976

Language(s): Spanish

Type of material: Filmstrip and cassette

Intended level: Elementary

Current cost: \$31.00 (2 color Filmstrips, 2 Cassettes, 1 Teacher's Guide)



The Land and Its Use in Samoa

The first in a set of four filmstrips about Samoa, this is a valuable visual resource for introducing a fairly remote Pacific Islands people to youngsters in a multicultural classroom setting. The color and the photography are excellent; the narration is adequate. What captivates the eye is the beauty of the coral reef and volcanic rock coastlines, the luxuriant tropical foliage and vegetation, and the labor and social activities of the Samoan families.

The narrative—emphasizing the modernity of these islands in the manner of a travelogue—explains that there is Western Samoa (independent) and American Samoa; Apia is the commercial center and the only town (and port) for Western Samoa, while Pago-Pago is the fairly modern capital of American Samoa and has the second largest deep water harbor in the Pacific.

Most of the population of both Samoas, however, consists of small village dwellers, and the amplitude of their activities is depicted in some detail throughout the four filmstrips in this set. *The Land and Its Use in Samoa* shows the larger plantations many Samoans work in as well as the village farming and fishing which provide the daily staples of their diet.

Village Life in the Islands of Samoa

The visual impact of the set continues to make its mark in this second filmstrip. There is, unfortunately, little feeling involved in the descriptions of extended family (*aiga*) life, which is at the heart of the Samoan village. In some *aigas*, a woman may be the chief (*matai*), and the cooking is commonly done by young men, an interesting point for primary school children, given the present concern and controversy over sexism in education and educational materials.

We get the picture of how bountiful and provident the islands are through scenes of harvesting and preparation of coconuts, taro, breadfruit, bananas, papaya, and mangoes in an *umu* or hot-stone outdoor oven. Small- and large-scale fishing is shown along with an industrial cannery. The film concludes, rather unevenly, with the activities on Samoan Sundays including church, rugby, and so on. The lack of focus over the fifteen minutes of the film does not, however, detract from the vivid portrait it displays.

Soli, Village Boy of Western Samoa

Hard work could well be the theme of this filmstrip, which depicts the daily activities of Soli and his family. The contrasts with United States urban life, where most bilingual or multicultural classroom settings exist, may prove most useful in extending the horizons of understanding among young primary school children.

Soli's school is located, fittingly, in the middle of the plantation, the economic focus of the village in Western Samoa, near the main town of Apia. Soli is shown gathering and carrying fallen coconuts with a large bush knife and a long sharpened pole, used also for husking the coconuts. His labors yield the dried meat of the coconut, called copra, an export commodity of the islands. These same tasks, on a more industrial level, are illustrated in the big plantation near the village. The transportation, storage, and shipping of the copra is depicted with Soli and his friends watching the big freighters steaming in and out of Apia.

The concreteness and unity of this filmstrip are most realistic.

Customs of Samoa—Fa'a Samoa

The Samoan way of life—*Fa'a Samoa*—is reviewed: the extended family (*aiga*), its ceremonies, chiefs, feasts, mat weaving, weddings, dances, and sports. The treatment of these cultural events is sketchy. Once again, we are given post card-pretty pictures. The flow and narration of the film is adequate.

A booklet containing the text of the four narrations comes with the filmstrip and cassettes.

Distributed by:
Advantage Films
P.O. Box 1576
Thousand Oaks, CA 91360

© 1976

Language(s): English

Type of material: Filmstrip and cassette

Intended level: Grades 3-6

Current cost: \$65.00 (set of four)

AUDIOVISUALS/Learning Modules

¡Escribalo! (Write On!)

By Paulette Condos

¡Escribalo! is a compilation of 50 bilingual writing and reading cards. This package may be used in an English or Spanish language program. The text is written in Spanish on one side and English on the other. The themes of the cards are humorous, adventurous, and mysterious.

A few examples of the many writing cards are: *Charlas de Sapo*—"Toad Talk" where a student writes about a conversation with a toad. *Allá Van!*—"And They're Off!" consists of a horse getting ready for a race in the Kentucky Derby while carrying on a conversation with other horses.

The translation of English to Spanish follows a parallel form; it is not a transliteration.

Published by:
Educational Insights, Inc.

Distributed by:
Educational Systems International
16220 Orange Avenue
Paramount, CA 90723
(213) 531-7552

© 1976

Language(s): English/Spanish

Type of material: Idea cards

Intended level: Elementary

Current cost: \$4.95

Story Starters (Escribe un Cuento)

Most children are naturally creative and like to write, but very few have the initiative or know-how to do so. *Story Starters* are 50 Spanish- and English-tested idea cards that motivate creative expression in children. These cards are lively representations of topics that depict children's interests and experiences combined with thought-provoking situations and vocabulary suggestions which set the stage for creative story writing.

A basic vocabulary and techniques for increasing children's word power are included in the English primary level of *Story Starters*.

The Spanish version of these materials, *Escribe un Cuento*, is a transliteration from English. These have been tested with Mexican-American students in bilingual classrooms. Certain colloquial expressions in Spanish may need to be changed for adaptation to a particular classroom.

Published by:
Creative Teaching Press, Inc.
1900 Tyler Avenue, Suite 22
South El Monte, CA 91733

© 1972 (English); 1975 (Spanish)

Language(s): English/Spanish

Type of material: Idea cards

Intended level: Primary and intermediate levels

Current cost: \$4.95 per packet



Blends and Sight Words

The components of this reading module are:

Blends and Sight Words consists of twelve enchanting filmstrips, six cassettes, and two guides produced to intrigue students while providing them with phonic skills. This material is designed to present certain basic word recognition skills at an early level of beginning reading by means of consonant clusters, digraphs, blends, and silent letters. This is achieved by using a large cast of characters in three-dimensional animation and artwork. The filmstrips move progressively from less to more difficult word recognition exercises.

The filmstrips are produced in an outdoor theater. It is located in a park with trees, pigeons, and other living things. Each day at sunset, several children come to the park and wait for a magical talking screen to entertain them. Each of the shows is designed to explore a basic word recognition skill or skills.

The "stars" of the different filmstrips are Superguy who learns to read his way out of the wicked Dr. Striker's prison of letters; the Alphabet on the Hill, consisting of animated letters that reveal basic phonic patterns; the professor who tears his hair out trying to explain the subtleties of digraphs; and the Nest Commander and his lieutenant, both from outer space. In order to pass themselves off as humans, they must learn "the secret of the two vowels."

The titles of the filmstrips are:

Group I

"Rightward Ho!"

"Superguy Toppled by Letters"

"Stop!"

"New Sounds for Old Vowels"

"Splat!"

"The Long and Short of It"

Group II

"Thud!"

"The Silencer"

"The Secret of the Two Vowels:

Parts I and II"

"Superguy Is Through!"

"The Book"

Cassette/Response Card Lessons serve as follow-up activities to the filmstrips. Twelve, full-color cards and twelve tape cassettes extend and reinforce decoding processes demonstrated in the filmstrips. Three identical response cards are packaged for each cassette/response tape. Wax crayons are furnished for writing on laminated response cards.

Mini Prints consist of 130 sight-word cards and 90 decoding-word cards, 40 picture-story cards, and 29 rebus cards. These colorful mini-prints feature intriguing pictures of mimes who illustrate word meanings and reinforce decoding skills. Each of the 130 sight-word cards has a sight word on one side and the mimed illustration on the other. There are 90 decoding-word cards

on short and long vowels, digraphs, blends, and two-vowel cluster words. The 40 picture-story cards provide students with opportunities to describe situations by putting words together in phrases and sentences. The 29 rebus cards are used along with sight-word cards and decodable word cards to form descriptive sentences related to the story cards.

Posters. The module contains six full-color posters featuring words, characters, and interesting situations. They promote discussion and provide opportunities for reading.

Games. "Reading Walkway" is a floor game played on a 42" x 76" plastic-coated floor mat with 96 cards. This game aids in developing the student's ability to recognize words through practice by reading sight and decodable words. The word cards are arranged in various combinations on the mat and the player reads words aloud to find a stepping path across the mat.

There are also two board games, back-to-back, that provide practice in reading sight and decodable words. The games are "Name and Claim" and "Reading Roadway."

Storybooks. "The Boy Who Ate the Bus" is a 24-page paperback book that complements the filmstrip, "The Book." This book encourages primary-level children to read.

The teacher's manual states the objectives of the program, overview of each component, and the instructions for the games.

Published by:
Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, IL 60614
(312) 525-1500

© 1973

Language(s): English

Type of material: Reading Module

Intended level: Primary

Current cost: \$370.00 for complete module

AUDIOVISUALS/Learning Modules

Chinese Package

This package includes:

- Asian Pacific Perspectives* (Cantonese)—66 pages
- Chinese New Year (Booklet)—19 pages, tape included
- Dragon Boat Festival (Booklet)—15 pages, tape included
- Little May's Family (Booklet)—25 pages, tape included
- Dragon Boat Festival (Poster)
- Language SOS* (Cantonese)—24 pages, tape included

Asian Pacific Perspectives (Cantonese) contains: (a) Chinese Cultural Lessons, (b) Teacher's Resource Guides, and (c) Phonology Units. It explains the traditional Chinese background and modifications that have occurred in the United States. It also contains suggested activities related to the Chinese booklets and the poster.

Chinese New Year is an illustrated story of the way a family celebrates the Chinese New Year. It comes with a bilingual taped version of the story.

Dragon Boat Festival describes how the Festival came to be celebrated.

Little May's Family is a story about the life-style of Little May, a Chinese American girl.

The poster is used to introduce the Dragon Boat Festival. It is beautifully colored.

Language SOS (Cantonese) contains useful phrases commonly used in the classroom. This spiral-flip book comes with an audio-cassette tape to assist the teacher in learning Cantonese phrases. A pronunciation guide is given at the end of the book.

Developed and published by:

K.E.Y.S. (Knowledge of English Yields Success) Project Staff
K.E.Y.S. Project Office
Denker Avenue School, Bungalow 33
1620 West 162nd Street
Gardena, CA 90247

© 1974

Language(s): English/Chinese
Intended level: Preschool—Grade 3
Current cost: \$14.00 per package (Price subject to change; tax and postage extra)



Filipino Package

This package includes:

- Asian Pacific Perspectives* (Filipino)—40 pages
- Rice Harvest (Booklet)—23 pages, tape included
- Harvest Festival (Poster)
- Language SOS* (Tagalog)—24 pages, tape included

Asian Pacific Perspectives contains:

(a) Filipino Cultural Lessons, (b) Teacher's Resource Guides, and (c) Phonology Units. It explains the traditional cultural background and also indicates the problematic English sounds for Filipino ESL students.

Rice Harvest is a trilingual booklet in English, Ilokano, and Tagalog. This illustrated booklet explains one of the commonly celebrated Filipino festivals. The principal characters are Maria and Pedro.

Harvest Festival is a colorful poster for introducing the Harvest festival.

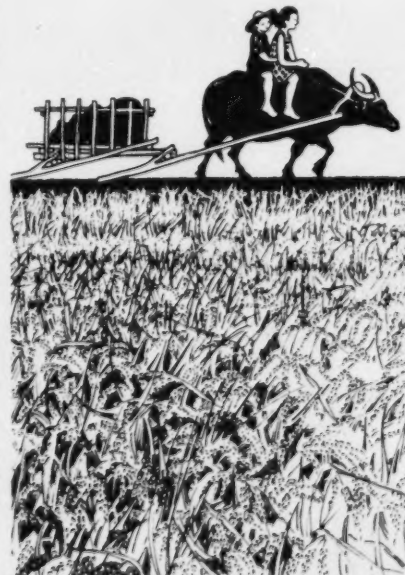
Language SOS (Tagalog) contains useful classroom phrases in English and Tagalog. A cassette tape comes with this book to assist teachers to learn some Tagalog phrases. A pronunciation guide is furnished at the end of the book.

Developed and published by:

K.E.Y.S. (Knowledge of English Yields Success) Project Staff
K.E.Y.S. Project Office
Denker Avenue School, Bungalow 33
1620 West 162nd Street
Gardena, CA 90247

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Language(s): English/Ilokano/Tagalog
Intended level: Preschool—Grade 3
Current cost: \$11.00 per package (Price subject to change; tax and postage extra)



Japanese Package

This package includes:

- Asian Pacific Perspectives* (Japanese)—106 pages
- Children's Day with Ichiro (Booklet)—22 pages, tape included
- Girls' Day with Amy (Booklet)—23 pages, tape included
- Isamu (Booklet)—14 pages, tape included
- Children's Day (Poster)
- Language SOS* (Japanese)—24 pages, tape included

Asian Pacific Perspectives (Japanese) contains: (a) Japanese Cultural Lessons, (b) Teacher's Resource Guides, and (c) Phonology Units. Traditional Japanese customs and information related to the Japanese booklets are provided. Special English pronunciation lessons to help Japanese ESL students are included.

Children's Day with Ichiro is an illustrated story of a boy named Ichiro celebrating Japanese Children's Day.

Girls' Day with Amy tells how a Japanese-American girl and her family celebrate Girls' Day.

Isamu is an illustrated story about the life-style of a Japanese-American boy named Isamu who enters a preschool class.

The poster is a teaching aid for introducing Japanese Children's Day.

Language SOS (Japanese) is a spiral bound flip book designed to familiarize teachers with some commonly used classroom phrases in English and Japanese.

Developed and published by:

K.E.Y.S. (Knowledge of English Yields Success) Project Staff
K.E.Y.S. Project Office
Denker Avenue School, Bungalow 33
1620 West 162nd Street
Gardena, CA 90247

© 1974

Language(s): English/Japanese
Intended level: Preschool—Grade 3
Current cost: \$14.00 per package (Price subject to change; tax and postage extra)



AUDIOVISUALS / Learning Modules / Prints

Korean Package

This package includes:

- Asian Pacific Perspectives (Korean)*—79 pages
- Korean Children's Day (Booklet)—23 pages, tape included
- Korean Thanksgiving (Booklet)—19 pages, tape included
- Korean New Year (Poster)
- Language SOS (Korean)*—24 pages, tape included

Asian Pacific Perspectives (Korean) gives background information on Korean culture and also provides Korean pronunciation lessons for Korean ESL students. It contains: (a) Korean Cultural Lessons, (b) Teacher's Resource Guides, and (c) Phonology Units.

Korean Children's Day is a bilingual booklet in English and Korean with an illustrated story of how two Korean-American children celebrate Children's Day.

Korean Thanksgiving is an illustrated booklet celebrating Thanksgiving in that country.

Korean New Year is a colorful poster that introduces the Korean New Year. It can also be used to make students aware of Korean customs.

Language SOS (Korean) is designed to help teachers learn some common Korean classroom phrases. It has a pronunciation guide at the end of the book.

Developed and published by:
K.E.Y.S. (Knowledge of English Yields Success) Project Staff
K.E.Y.S. Project Office
Denker Avenue School, Bungalow 33
1620 West 162nd Street
Gardena, CA 90247

© 1974

Language(s): English/Korean
Intended level: Preschool—Grade 3
Current cost: \$13.00 per package (Price subject to change; tax and postage extra)



Samoan Package

This package includes:

- Asian Pacific Perspectives (Samoa)*—43 pages
- Tolo Goes Fishing (Booklet)—23 pages, tape included
- Ta'alolo Day (Poster)
- Language SOS (Samoa)*—24 pages, tape included

Asian Pacific Perspectives (Samoa) contains cultural information on Samoan people and the Ta'alolo Day and also has pronunciation lessons for Samoan ESL students. It contains: (a) Samoan Cultural Lessons, (b) Teacher's Resource Guides, and (c) Phonology Unit.

Tolo Goes Fishing is an illustrated booklet. It tells a story of a boy named Tolo going fishing with his father in Samoa. Samoan housing and certain basic foods are introduced in this booklet.

Ta'alolo Day introduces the commonly celebrated Samoan Ta'alolo Day. With help from the Teacher's Guide and Resource Book, this could be used for multicultural education.

Language SOS (Samoa) aims to help teachers learn some commonly used classroom phrases in Samoan.

Developed and published by:
K.E.Y.S. (Knowledge of English Yields Success) Project Staff
K.E.Y.S. Project Office
Denker Avenue School, Bungalow 33
1620 West 162nd Street
Gardena, CA 90247

© 1974

Language(s): English/Samoan
Intended level: Preschool—Grade 3
Current cost: \$11.00 per package (Price subject to change; tax and postage extra)



People of Oaxaca (Posters)

Written and illustrated by Vincent P. Rascón

This is a set of beautiful paintings in their original color, the purpose of which is to remind the students of their vast Mexican cultural ancestry. These posters describe aspects of life in Oaxaca from innocent boys and girls dressed as angels with papier-mâché wings to mature men and women gathering at the main plaza on a sunny Sunday while the musicians play regional airs.

The posters can be used to teach history and social sciences. They can be displayed and kept as a permanent feature to enhance the classroom. Titles are: Calendas, Sunday on the Main Plaza, Market Day, Funeral in Oaxaca, Apple Seller, Market Entrance, The Zócalo at Night, The Cathedral of Oaxaca, Side Entrance to the Cathedral, The First Day of Planting, Plaza Trees, and The Zócalo. The captions are written both in English and Spanish.

Published by:
Educational Consortium of America
Box 1057
Menlo Park, CA 94025

© 1976

Language(s): English/Spanish
Type of poster and quantity:
11" x 14" — 12 posters
Intended level: Grades K-12
Current cost: \$15.00



BOOKS



Aprendiendo el Alfabeto

By Susan J. Riddle

To get off to a good start in school, children's language skills need to be thoroughly grounded in the alphabet, the sounds the letters represent, and some basic words those sounds form.

This illustrated workbook offers large block letters for easy identification and memorization. Each letter is also presented in broken lines, to be traced, so children may develop the small motor skills necessary for writing. A teacher's guide in English and Spanish offers detailed procedures teachers need to sustain young children's attention and concentration. Emphasizing the identification of letters by using word games, making object cards with one letter underlined, and helping children start an alphabet "album" are some of the various suggestions.

Published by:
The Continental Press, Inc.
Elizabethtown, PA 17022

© 1973

Language(s): English/Spanish

Type of book and length: Paperback—44 pages

Intended level: Grades K-1

Current cost: \$14.75



Basic Word Set A

By Richard A. Boning

Basic Word Set A consists of 36 booklets with each containing 23 units, each unit accompanied by three illustrations. Every booklet has a pretest and posttest in addition to three review units.

The key features of the series are: (1) the pictorial approach that helps create permanent word images; (2) a thematic approach that provides an easy way to develop a highly serviceable vocabulary; (3) an individualized approach that fosters growth; (4) the related work approach that helps pupils learn synonyms, analogous words, antonyms, and contrasting words simultaneously; and (5) the easy-to-read definitions that are written in a way that provokes involvement.

The series contains 720 key words. This material is well suited for first and second grade pupils. It can also be used in special education and with those who have learning difficulties.

Published by:
Barnell Loft, Ltd.
958 Church Street
Baldwin, NY 11510
(516) 868-6064

© 1974

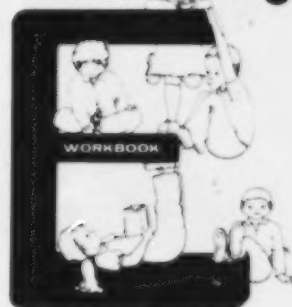
Language(s): English

Type of books: Paperback

Intended level: Primary grades

Current cost: Contact publisher

the big



The Big E

By Mary H. Garcia and Janet Gonzalez-Mena

The Big E was specifically created to bring both the magical and real-life experiences of a child's life into the classroom. It's designed in two levels for two stages of linguistic and cognitive development. With this material, teachers of a second language can use some of the classroom procedures employed in other areas, which help children develop their own talents and expressive capabilities for language learning.

Seventeen lessons cover "All About Me" (What I Can Do, My Size, My Family, Who Am I?); six lessons cover "All Around Me" (Shapes in the Classroom, Describing Things); and seven lessons are on "The World Around Me" (Numbers, Thinking About and Discovering Time).

The Program package consists of three components:

- The comprehensive Teacher's Program Guide, which includes detailed and innovative lesson plans; additional activities for follow-up; supplementary aids to reading, writing and speaking (a phonics section introducing "Mr. Smiles"); and vocabulary and structure summary chart.

- Ten Student Workbooks, beautifully illustrated and with enough activities to keep a class active and involved for many hours.

- Ten Assessment Booklets, one per child, to help the teacher evaluate first and second language competence before, during, and after the program.

Published by:
Institute of Modern Languages, Inc.
2622-24 Pittman Drive
Silver Spring, MD 20910
(301) 565-2580

© 1976

Language(s): English

Type of book and length: Paperback

Teacher's Program—164 pages

Student Workbook—42 pages

Assessment booklets—pages vary

Intended level: Primary grades

Current cost:

Teacher's Program—\$9.95

Student Workbook—\$1.95

Assessment booklets (10)—\$9.95



Bilingual ABC in Verse/ABECEDARIO Bilingüe en Verso

By Norbert C. Lopez, Illustrated by Diane Curnow

The verses in this book offer a different slant from other bilingual ABC-type books. The Spanish verses have more heart; the English verses plug into a more prosaic Anglo mental set. There is no attempt at parity or exact translation. The English, unfortunately, suffers somewhat in the bargain.

The attractive illustrations key and support each letter and the verse which focuses on it: *f* for *flores* and flowers. The Spanish language is the model, as with *g* for *gato* and kitten, or *j* for *jugar* and to play.

A glossary with clear definitions in both languages follows the alphabetized verses.

Published by:
Instructional Challenges, Inc.
P.O. Box 665
Fairview, NM 87532

© 1975

Language(s): English/Spanish
Type of book and length: Paperback—72 pages
Intended level: Grades K-2
Current cost: Contact publisher

Canciones de Ayer y Hoy Compiled by Henry W. Pascual

There comes a time in every classroom setting when "the plan" must give way to the normal needs of the children for the sheer enjoyment of song, especially in the younger age groups.

Henry W. Pascual, a well-known bilingual educator, has compiled a songbook entirely in Spanish. It contains the words and, in several cases, the music to a variety of secular Spanish and Christmas songs. Included in the book are such well-known songs as *Allá en el Rancho Grande* and *Cielito Lindo*.

Mr. Pascual suggests the use of records, available through national distributors, "to provide authentic models for classroom use." He warns against using the book and singing as "teaching devices" and emphasizes the relaxation factor.

Published by:
New Mexico State Department of Education
Santa Fe, NM

© 1966

Language(s): Spanish
Type of book and length:
Paperback—50 pages
Intended level: Grades K-6
Current cost: Contact publisher



Canciones Dramatizadas By Pablo Ozaeta

Canciones Dramatizadas introduces light melodies and lyrics that may be used in dramatization of game-like activities. This will help children to develop auditory sensitivity in the Spanish sound system. It is a guide for the introduction of the concept of letter/sound relationships for young Spanish-speaking children and second-language learners.

The five lilted songs (*Las Vowels, La Be, La Eme, La Erre, and La Zeta*) are a most delightful way to learn the Spanish alphabet. The *Libro del Maestro* contains the song scores, lyrics, and imaginative classroom suggestions and activities. The vocalist presents each song line-by-line, has the children repeat with the vocalist, sings each song line-by-line, and then has the children sing the whole song.

Published by:
Institute of Modern Languages, Inc.
2622 Pittman Drive
Silver Springs, MD 20910
(301) 565-2580

© 1975

Language(s): Spanish
Type of book and length:
Paperback—10 pages
Intended level: Preschool
Current cost: Songbook and *Libro del Maestro*—\$2.95 Cassette—\$6.95

Cantonese Dictionary

By Parker Po-lei Huang

Cantonese is one of the major languages currently used in bilingual programs by American schools. Non-native students of Cantonese, however, have very few dictionaries that can help them in their endeavors. This great need may be alleviated by Professor Huang's dictionary. The dictionary has an English-Cantonese section of 20,000 entries arranged alphabetically for easy reference. It also has a Cantonese-English section in romanized form as well as in Chinese character form. Most of the lexical entries come with illustrative sentences. There is also a detailed explanation on Yale's Cantonese Romanization system in the introduction.

One shortcoming of this dictionary is its exclusion of literary expressions. As the author explains, "the primary object has been to help the English-speaking student understand and communicate in the oral-aural mode of Cantonese."

Published by:
Yale University Press
92A Yale Station
New Haven, CT 06520

© 1970

Language(s): English/Cantonese
Type of book and length:
Hardbound—489 pages
Intended level: Adult
Current cost: \$27.00

BOOKS



Caperucita Roja (Little Red Riding Hood)

By Jane Dwyer and Jorge Anaya Roa,
Illustrated by Winnie Fitch

The adaptation of this traditional tale has a felicitous style likely to endear itself to the young reader. Winnie Fitch's illustrations of Red Riding Hood, the Wolf, and the real grandma are a cut above the ordinary. They display the style and texture which make this reader a fine addition to the bilingual classroom library.

Published by:
Organizacion Editorial Novaro, S.A.
Distributed by:
Bilingual Educational Services, Inc.
1607 Hope Street
South Pasadena, CA 91030
(213) 682-3456
© 1975

Language(s): Spanish
Type of book and length:
Hardbound—24 pages
Intended level: Grades K-3
Current cost: \$4.95

Chess Publications

Teachers in bilingual programs, like all teachers, are continuously faced with the need for appropriate materials on classroom management. The publisher has set out to fill this need by publishing eight informative booklets on materials, folklore, individualized instruction, organizing small groups, language development, learning centers, and student management training for bilingual classrooms.

The following are brief descriptions of the materials:

Creating Materials for Bilingual-Bicultural Learning Centers describes the planning and creating of bilingual materials for subjects such as language arts, math, and social studies. It includes an outline for making lesson plans, preparing task cards, and keeping records of individual achievement and progress.

Folklore in a Spanish-English Bilingual Classroom contains a list of games and songs played by most Spanish-speaking children. Included are instructions and the steps for two Mexican dances. A list of records containing the songs and music for the dances are included.

Individualized Instruction for the Bilingual Classroom focuses on the basic steps needed to individualize instruction. Techniques for writing objectives in Spanish and English, record sheets, and a sample letter to paraprofessionals are included.

Organizing a Bilingual Small Group Learning Classroom presents a concise discussion of bilingual small group learning and reasons for considering this approach. Sample floor plans and suggestions for materials for centers make the manual complete.

Creative Bilingual Language Development contains language learning activities based on natural language acquisition. Examples of materials to be used and instructions for carrying out the activities are given.

Setting-up Bilingual-Bicultural Learning Centers contains a brief description of bilingual-bicultural centers, followed by examples of language skills centers and centers for teaching culture. Patterns for materials and charts are provided.

Student Management Training in the Bilingual Classroom describes how to plan and implement the training of students in roles of group leadership and group participation. A model plan and examples of training lessons are included.

Published by:
Chess and Associates, Inc.
Educational Systems and Services
4401 Birch Street
Newport Beach, CA 92663
(714) 540-2061
© 1973

Language(s): English/Spanish
Type of books: Paperback
Intended level: Teacher
Current cost: \$1.75 per booklet

CHINESE NEW YEAR

中國新年



The Chinese New Year

By Cheng How-tien

The chapters in this English textbook are divided according to the daily events during the Chinese New Year celebration. It starts with family visits and traditional Chinese folk beliefs and rituals on the Chinese New Year's Eve. The feast is also the major event on that day. The book continues with other events. *Bai-nien*, visits among relatives and friends, is most popular. Gifts and money in red envelopes are exchanged. The street scenes are those of lion and dragon dances with bursts of firecrackers everywhere. Shops are not open until the fifth day. On the fifteenth day of the Chinese New Year, there is a Lantern Festival celebrating the first full moon.

The book is well designed with clear type and cut-out pictures that show Chinese folk traditions.

Published by:
Holt, Rinehart and Winston
383 Madison Avenue
New York, NY 10017
© 1976

Language(s): English
Type of book and length:
Hardbound—30 pages
Intended level: Grades 3-6
Current cost: \$5.50



Culture Capsules (USA—France)

By J. Dale Miller and Maurice Loiseau

The high school French or civics teacher in search of unusual materials dealing with France and French culture might profitably look into this supplementary resource.

The book encapsulates various cultural modes, activities, and institutions into a series of two adjacent paragraphs called "Culture Capsules." A third, longer paragraph labeled "Details" explains the French component more thoroughly. Finally, a facing page called "Let's Relate It" lists a series of activities designed to involve students further in things French.

Topics in the book range from "sausages" and "mineral water" to "greeting," "love," "modesty," and "Christmas." All are treated in an informative, enjoyable manner.

Published by:

Culture Contrasts Company
2550 East 3370 South
Salt Lake City, UT 84109

© 1974

Language(s): English

Type of book and length:

Paperback—103 pages

Intended level: Grades 9-12

Current cost: \$4.95



Do's and Don'ts for the Japanese Businessman Abroad

By Barbara Teri Okada and Nancy Taeko Okada

This is a very good book for multicultural education courses. The authors humorously compare Japanese and American customs. Many of the differences are highlighted by vivid illustrations.

Since etiquette and form vary the world over, polite behavior in our country could be impolite in others. The book stresses this idea and aims to help Japanese businessmen abroad. American readers, however, can certainly use this book to learn about some Japanese customs. Since there are commonalities between the Japanese culture and other Asian cultures, this book could be an introductory text for American readers to learn some do's and don'ts about Asian culture.

It is up to the interested teacher, of course, to adapt the cultural lessons contained in this book to their own classroom goals and strategies.

Published by:

Regents Publishing Company, Inc.
2 Park Avenue
New York, NY 10016

© 1973

Language(s): English

Type of book and length:

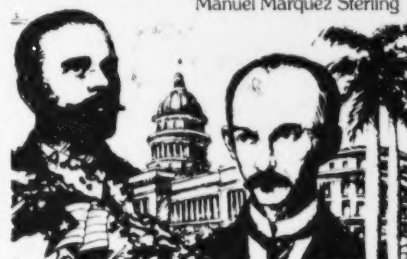
Paperback—130 pages

Intended level: Adult

Current cost: \$2.75

HISTORIA DE LA ISLA DE CUBA

Carlos Márquez Sterling
Manuel Márquez Sterling



Historia de la Isla de Cuba

By Carlos Márquez Sterling and Manuel Márquez Sterling

From the pre-Columbian era to that of Fidel Castro, the Pearl of the Antilles has a history sprinkled with heroism and self-denials. In writing this book, the authors have successfully attempted to bring out the "wealth of our culture, the feats of our heroes, the struggles of our ancestors..." This is their way to tell Cuban children that "this exile is only temporary," which it is nothing new in the history of Cuba.

A minor flaw is found when, in an attempt to show the obvious inadequacies of the Castro regime, the authors present the late Fulgencio Batista as a moderate, prudent statesman. The corruption of his administration is denied, his dictatorial acts are overlooked, and functionaries are presented in a favorable light.

The photography and art work are above average. Each chapter is reviewed in a series of questions for the students. This book is a good source of information for the teacher of history or social sciences.

Published by:

Regents Publishing Co., Inc.
2 Park Avenue
New York, NY 10016

© 1975

Language(s): Spanish

Type of book and length:

Paperback—392 pages

Intended level: Grades 8-12

Current cost: \$6.95

BOOKS



Las Ranas

By Clara G. Stratemeyer and Henry Lee Smith, Jr.

If actual first language maintenance is to become more than merely a fashionable cliché among teachers of LES and NES children, lively readers like *Las Ranas* will need to become commonplace. This pleasant tale of three frogs actively frolicking in a pond is a fun vehicle for Spanish-speaking children to ride along the long road to biliteracy.

The names of the frogs (Zippo, Pipo, and Tobí) are presented along with relevant nouns like "tree trunk," "pond," "mud," and active verbs like "jump," "leap," "climb," and "fall."

All told, the book presents 36 vocabulary words. These are listed in a glossary according to the pages on which they appear in the text.

Developing knowledge of these words will lay the foundation for more complex and subtle language forms. The bright and vivid drawings are sure to spark and hold the child's interest.

Published by:
Benziger Bruce & Glencoe, Inc.
17337 Ventura Blvd.
Encino, CA 91316

© 1977

Language(s): Spanish
Type of book and length:
Paperback—64 pages
Intended level: Grades K-1
Current cost: \$2.20



Toño

By Clara G. Stratemeyer and Henry Lee Smith, Jr.

Toño, the puppy who was introduced in *Las Ranas*, continues his adventures with the three frogs in this first-class reader.

The words from *Las Ranas* are repeated and 60 new words are integrated into the child's growing repertoire of speaking and reading. The new words include 19 verbs in the infinitive and present indicative tenses (persons in plural and singular).

Published by:
Benziger Bruce & Glencoe, Inc.
17337 Ventura Blvd.
Encino, CA 91316

© 1977

Language(s): Spanish
Type of book and length:
Paperback—64 pages
Intended level: Grades K-1
Current cost: \$2.20



Pepe

By Clara G. Stratemeyer and Henry Lee Smith, Jr.

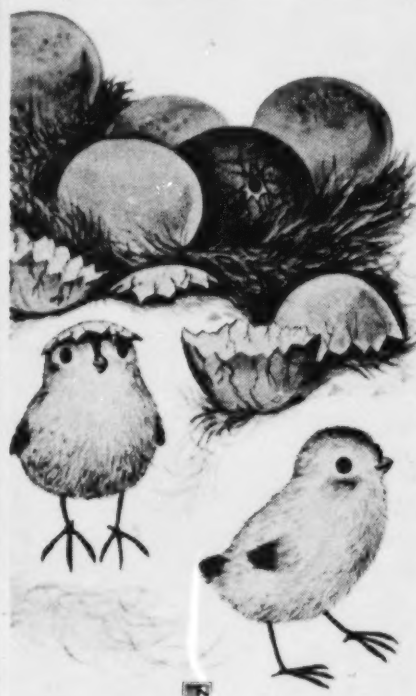
Pepe is the third and most complex reader of this loosely connected series, which the teacher of LES or NES children may apply singly or serially according to the student's needs and abilities. A kitten named Pepe and a squirrel are the two characters in this reader which offers 42 additional new words for an aggregate vocabulary of 138 words. The subjunctive form is introduced among the 16 new verbs, and the sentence structure becomes increasingly complex.

Whether used in tandem with *Toño* and *Las Ranas*, or by itself, *Pepe* has real value in providing the formative skills for Spanish-speaking children in their own language in order for them to have a chance to develop parallel competencies in English.

Published by:
Benziger Bruce & Glencoe, Inc.
17337 Ventura Blvd.
Encino, CA 91316

© 1977

Language(s): Spanish
Type of book and length:
Paperback—64 pages
Intended level: Grades K-1
Current cost: \$2.00



Los Maravillosos Animales

By Richard Scarry

Ideally suited to the rich imaginations of preschoolers and their need for identifying things with words, this reader truly energizes various wild animals with brilliant colors and lively expressions. Kids will love the strut of the rooster, the amazement of a mother bear and her cub at an ant crawling along, the sprinting giraffes, and the purposeful soaring of the eagle.

The book is sturdily bound, can be laid out flat for easy manipulation and reading, and has large type. The bilingual preschool or kindergarten program could easily base itself on quality readers such as this.

Published by:
Organización Editorial Novaro, S.A.

Distributed by:
Bilingual Educational Services,
Inc.—1607 Hope Street
South Pasadena, CA 91030

© 1974

Language(s): Spanish
Type of book and length:
Hardbound—24 pages
Intended level: Preschool-3
Current cost: \$2.95



castillo

princesa

Mis Primeros Cuentos

By Pablo Ozaeta

Mis Primeros Cuentos has been designed to provide Spanish-dominant students with their first book of stories in Spanish. The stories have been taken from Grimm's Fairy Tales and written in very simple Spanish to enable the precocious first- or second-grader to read them first-hand and to allow the third- and fourth-grader easy access to the world of timeless fantasy.

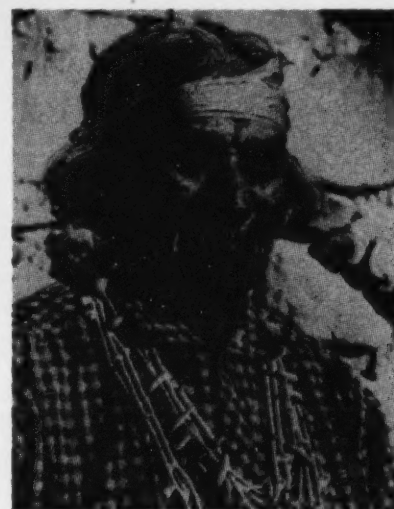
The nine stories are: *Pulgarcito*, *La Cuidadora de Gansos*, *Juan con Suerte*, *El Principe Bobalicón*, *Alicia la Lista*, *Los Siete Cuervos*, *El Zapatero y los Duendes*, *Los Siete Cabritos*, and *El Pescador y su Mujer*.

Each story is divided into several parts with divisions falling at high-suspense points in the plot. The pauses allow teachers, parents, and the children to recapitulate or to speculate about what may happen next.

Published by:
Institute of Modern Languages, Inc.
2622 Pittman Drive
Silver Spring, MD 20910
(301) 565-2580

© 1975

Language(s): Spanish
Type of book and length:
Paperback—90 pages
Intended level: Preschool
Current cost: \$7.95



New America: A Review

Editors: Marta Field, Edward J. Mahoney, Suzann Owings, and Jamie Robertson.

The Summer-Fall 1976 (Vol. 2, No. 3) issue represents a portion of the small but growing renaissance of American Indian literature and arts in the United States today. It is an attractive outlet for younger and new Indian artists and their work; many of the poems and much of the artwork (drawings and photographs) are of the first rank. Since the issue deals with the lives of the Indian peoples of the Southwest, it could most usefully be discussed in either high school social studies or literature classes as well as in contemporary arts classes at the university level.

Guest editor for this particular issue, Gerald Hobson, has a useful essay on Native American student writing at the University of New Mexico. The brief history by Mr. Hobson illuminates Indian history and culture.

Published by:
Department of American Studies
University of New Mexico
Albuquerque, NM 87131

© 1976

Language(s): English
Type of book and length:
Paperback—64 pages
Intended level: Grades 9-University
Current cost: \$4.00 per year (three issues)

BOOKS



Open Court Bilingual Foundation Program/Programa Básico Bilingüe Open Court

By Frances Case Theiss and Gloria Aguilar

If you are looking for a variety of materials to assist you in teaching reading concepts, the *Open Court Bilingual Foundation Program* may be what you need. According to the Open Court philosophy, this program has three main purposes: "(1) to teach children to read and write independently in Spanish and English by the end of the first year's instruction; (2) to provide Spanish and English selections of literary quality and rewarding content; and (3) to provide the basis for a correlated bilingual language arts program in the primary grades."

This program takes a multi-sensory approach to the teaching of reading. The children hear, say, see, and write each sound as it is introduced. These activities reinforce one another; therefore, the children become aware of an increase in their ability to communicate. Though the materials were designed for developmental use in the first grade, the program can be used remedially in higher grades. Children are not only asked to learn and apply rules but also to discover inductively the relationships between the Spanish and the English languages.

The program's components are:

- A *Teacher's Guide* for two semesters, with scope and sequence charts, detailed lesson plans, answers to student's exercises, and a guide in Spanish for teachers of Spanish-speaking students.

- A *Word Line Book* for teaching the blending of sounds into words.

- Wall Sound Cards* (English/Spanish) containing the spelling of a sound and a picture of a situation in which that particular sound is being produced.

- Reader*—workbook for classroom use.

Published by:
Open Court Publishing Company
P.O. Box 599
La Salle, IL 61301
(815) 223-2520
© 1976

Language(s): English/Spanish
Type of books: Paperback
Intended level: Grade 1
Current cost: Contact publisher

Pistas en Dibujos

By Susan J. Riddle

Crossword puzzles for the very young learner? Why not? If the concept seems too advanced, perhaps we sell short the capabilities we often claim are there.

Pistas en Dibujos presents the primary grades teacher with an innovative way to build vocabulary, writing, and reading skills among Spanish-speaking children. Each crossword puzzle contains between six and eight words, and each word is given away by a drawing. Each puzzle concentrates on one consonant or vowel at a time to enable the child to relate the visual, aural, and motor skills required for further language arts development.

A brief prefatory note to the teacher makes a few simple suggestions but chiefly urges him or her to make sure the children know how to say and recognize the letters of the alphabet.

Published by:
The Continental Press, Inc.
Elizabethtown, PA 17022
© 1973

Language(s): English/Spanish
Type of book and length:
Paperback—31 pages
Intended level: Grade 1
Current cost: \$4.50

Spanish Reading Keys

By Dolores Rose Amato and Rogelio López del Bosque

For Spanish-speaking students who need to refine their ability to listen, speak, and read in Spanish, the *Spanish Reading Keys* will be of utmost service to them and of interest to the teacher. These materials also assist the instructor in teaching identity, pride, and cultural awareness. They were specifically designed for use by bilingual teachers with Spanish-speaking students. The series is not a transliteration of English and Spanish but rather a program that recognizes cultural heritage while simultaneously encouraging the students to draw from their immediate environment and experiences.

To help the instructor individualize instruction, an on-going evaluation and prescription section is provided in the follow-up and enrichment activities.

The teacher's manual is thorough in its bilingual lesson plans. These plans feature five sections: (a) oral language skills; (b) Spanish reading skills; (c) comprehension skills; (d) follow-up activities; and (e) enrichment activities. Objectives are clearly stated at the beginning of each lesson plan. Evaluation procedures are provided at the end of each unit.

The concepts in the books are vividly and colorfully displayed through an array of pictures and sketches of everyday life.

The components of the Spanish Reading Keys are as follows:
¡Hola! (Hello) Reading Readiness
¿Como Estás? (How Are You?)

Preprimer 1
¡Vas Bien! (You Are Doing Fine!)

Preprimer 2
¿Ya te Vas? (Are You Leaving?)

Primer
¡Hasia Luego! (See You Later!)

First Reader
Each level contains a pupil's text with corresponding teacher's manual and a pupil's activity book with an annotated teacher's edition.

Published by:
The Economy Company
Individualized Instruction Incorporated
P.O. Box 25308
1901 North Walnut
Oklahoma City, OK 73125

© 1977
Language(s): English/Spanish
Type of books: Paperback
Intended level: Preschool—Grade 1
Current cost: Prices vary widely; for complete information contact distributor.





Un Viaje al Aeropuerto (A Trip to the Airport)

This kit provides a student's book and two sets of spirit masters designed to promote awareness of opportunities offered in a career in transportation. The masters complement the English/Spanish booklet, *Un Viaje al Aeropuerto* (A Trip to the Airport). The back pages of this text contain 24 activities, a glossary of terms used in the materials, illustrations on how to make a glider, the main parts of an airplane, and the instrument panel of an airplane. These materials depict people of multi-ethnic backgrounds and both sexes in a variety of aviation careers.

The masters give information on some

careers in the aviation industry; two of them explain how an airplane flies, the control of flying surfaces, and activities for students.

Distributed by:
United States Department of
Transportation
Federal Aviation Administration
Office of General Aviation
Aviation Education Programs Division
800 Independence Avenue S.W.
Washington, DC 20591
Language(s): English/Spanish
Type of book and length:
Paperback—39 pages
Intended level: Elementary and Junior
High School
Current cost: Contact distributor



Yo Soy Un Ratón

By Ole Risom, **Illustrated by** John P. Miller (Castilian version by Maria Luisa Puga)

Young readers will find high excitement in this felicitous story of a field mouse on its daily travels. We see, through our hero's eyes, the bees pollinating the flowers, the snail slithering along the ground, the ducks waddling to the river for a swim, and the woodpecker doing its carpentry on a tree. All the animals depicted are observable on a field trip.

The print is not only large but well spaced and cleanly laid out. John P. Miller's illustrations are first-rate. Altogether, this reader is a valuable and enjoyable contribution to early childhood education.

Published by:
Organización Editorial Novaro, S.A.
Distributed by:
Bilingual Educational Services, Inc.
1607 Hope Street
South Pasadena, CA 91030
(213) 682-3456
© 1974
Language(s): Spanish
Type of book and length:
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BILINGUAL/BICULTURAL EDUCATION: ABSTRACTS OF DOCTORAL DISSERTATIONS

The NDAC-LA will publish in book form (Spring, 1978), *Bilingual/Bicultural Education: Abstracts of Doctoral Dissertations*, a descriptive compilation of dissertations on bilingual education. The book's aim is twofold: first, to provide teachers with a handy yet inclusive reference to particular classroom techniques or concepts and, second, to provide graduate-level researchers with a definitive list of works in bilingual education. The main sections are:

PROGRAM MANAGEMENT

Scope, History, and Legislation
Development
Bilingual Program Models
Comparative Studies:
Bilingual/Monolingual
Teacher Education
Investigations Beyond North America

ASSESSMENT

Language Proficiency
Intelligence

LANGUAGE

Acquisition, and Development
Concept Development
Language and Culture
Linguistics
Sociolinguistics

CURRICULUM

Reading and Language Arts
Content Fields
Special Education
Career Education
Audio-Visual Media

AFFECTIVE DOMAIN

Self-Concept
Attitudes Toward Bilingual Education

The following is a sample abstract from the collection:

A SURVEY OF FIFTY-FIVE ESEA TITLE VII BILINGUAL EDUCATION PROJECTS IN THE STATE OF CALIFORNIA

JAMES, Davis Leander, Ed. D.
University of Southern California, 1976
Chairman Professor Smart

Purpose. The major purpose of this survey was to obtain information concerning similarities and differences among the 55 bilingual programs in California funded through Title VII, in the following seven areas of interest: (1) planning and writing problems; (2) organization procedures used in implementation; (3) materials and media used and developed; (4) common community reactions to programs; (5) common reactions by certificated staffs; (6) types of evaluation instruments developed or used; (7) methods of inter- and intra-project communication used.

Procedure. A closed form questionnaire of 24 questions was mailed to Directors and Staffs of the California bilingual education projects. Thirty-six responses (65%) were returned. Reported data: (1) a citation of the question pertaining to each category and the data relevant to it; (2) an overall summary of responses. Frequencies of responses and corresponding percentages showed findings.

Findings. Findings reported: (1) District Directors and Staffs found federal guidelines difficult to follow in planning and writing Title VII proposal; (2) evidence of varying allocation of time in curricular areas showed little spent in language and bilingual teaching; (3) seventeen districts reported bilingual instructional materials used in language, reading and multicultural subjects; (4) the majority of feedback from parents and community was positive to programs; (5) thirty districts indicated 50 to 100 percent of certificated staffs achieving project objectives at a satisfactory to high performance level; (6) data indicate that criterion referenced tests are used as evaluation instruments; (7) six responding districts indicated multiple ways of communicating with other districts; frequently reported ways were: (a) a conference, (b) individual visits, (c) phone calls; (8) very high numbers of students to bilingual teachers were found. This latter finding, though not a part of this study, appeared important.

Conclusions. From the findings the following conclusions were drawn: (1) federal guidelines are difficult to follow; (2) time given to language and bilingual teaching has been minimal; (3) a lack of uniformity in the use of bilingual instructional materials was apparent throughout the programs; (4) feedback from communities was mostly positive; (5) there was a suggestion of some possible lack of strict compliance with federal guidelines; (6) the staff members of nearly all districts appeared to be meeting program objectives; (7) the majority of districts were not funded to develop evaluation instruments; (8) most districts have resorted to the use of standardized and criterion referenced tests; (9) little if any means of formal communication among districts bilingual programs existed; (10) unusually high ratios of the number of students to bilingual teachers were evident.

Recommendations. In the light of the findings and conclusions the following recommendations are made: (1) federal guidelines should be kept to a minimum and written in easily understood language; (2) there should be federal and/or state funds allocated to meet the additional costs for developing curriculum materials in reading and language, and for preparing formative evaluation criterion referenced instruments relevant to program objectives; (3) there should be compliance with federal guidelines in the composition and function of district advisory committees; (4) provisions should be made to recruit and to prepare bilingual teachers to meet the unique needs of students in bilingual programs; (5) there should be a communication network established to ensure both inter- and intra-project communication among and between bilingual bicultural programs in California and the nation.



THE WELL OF TIME

What are the needs of the Filipino American high school student in the bilingual multicultural program? Educational materials must be written in a medium that is not only informative but also formative, not only factual but also humanistic, not only systematic but also artistic. Thus, the Filipino staff of the Asian American Bilingual Center conceived the idea of presenting Philippine culture to students through the medium of the short story. It is through literature that we not only learn about culture but also experience it. With the assistance of N. V. M. Gonzalez, a noted authority on Philippine literature and a professor at California State University, Hayward, the Asian American Bilingual Center developed *The Well of Time*.

The Well of Time is a collection of 18 short stories written by several generations of Filipino writers. The settings in the stories take the reader through the Philippines, from the North to the South, from the cities to the rural areas, and extend to the Midwest, West, and Northwest of the United States. The stories are divided into four cultural/experiential categories, namely: Home and Native Country, Of Identity and Family, A Sense of History, and Of Change and Values.

Remarkable on a number of levels, the book achieves its impact by taking us inside a number of lives, characters, and relationships through the dramatic medium of the short story. As the

editors note in the preface, the stories are unique wells of time, which have never dried up. The well is an apt metaphor because in Filipino rural life, the well is a gathering place, a place where collective experience is forged into the stories of everyday life.

The book contains at least several stories of certain international literary rank such as "The Stuff of Heroes," by J. Eddie Infante; "The Prisoner," by Rogelio R. Sikat; and "People in the War," by Gilda Cordero-Fernando. Each story in the anthology, however, offers its own distinctive insight into a particularity or quality of Filipino life; the content and writing of each is arresting.

A teacher's handbook accompanies the anthology. In it are found a set of questionnaires that will help the teacher assess his/her teaching of the short story, an essay by N. V. M. Gonzalez that introduces the reader to the Filipino storyteller's art, three models the teacher can use to help students discover the subtleties of fiction, and recommended study questions for each story in the anthology.

Leonard Casper, a foremost American authority on Philippine literature has remarked:

I think it is an excellent volume . . . I can imagine many Filipino American families (of which there are thousands in this country) enjoying such a book and using it as a reference from which to enlarge their Filipino libraries, or as an occasion for coming together to reminisce or to instruct their young further in their heritage. The book helps bring respect to the diversity spoken of but too rarely fostered within American nationalism.

SPANISH/ENGLISH BALANCE TESTS

Spanish/English Balance Tests enable the teacher to discover: (a) the pupil's relative strength in vocabulary in three areas or domains of language use, (b) the pupil's relative ability to handle important grammatical operations in Spanish and English, and (c) the degree of standardness of the Spanish and English used by the pupil.

The tests are the cumulative result of several years of research and development by the Program on Teaching and Linguistic Pluralism at the Stanford Center for Research and Development in Teaching. The field-test edition should be available from the NDAC-LA by Summer 1978





ASIAN AMERICAN BILINGUAL CENTER PUBLICATIONS

Social Studies Instructional Materials

The Asian American Bilingual Center (AABC) at Berkeley, California, has as its aim the production of curricular materials that will foster the total growth of the bicultural child.

Social studies form the core of the instructional materials covering the traditional subject areas of math, reading/language arts, fine arts, and science. Four themes are used to organize this core: Child, Family, Community, and Natural Environment. The following table illustrates the emphasis (*) within each grade:

Grade	Child	Family	Community	Natural Environment
Kindergarten	*Self-discovery	The Child's Family	Classroom	Ecology
First	Self-awareness	*Other Families	*School	Ecology
Second	Self-worth	*Work and the Family	*Neighborhood	Ecology
Third	Self-determination	*History and the Family	*Ethnic Community	*Ecology

Within each theme, the major concepts of Identity, Needs, and Interaction are stressed.

The following are social studies pilot test editions only available from the Asian American Bilingual Center on a selective basis. National dissemination will be undertaken by the NDAC-LA at a later date.

Teacher's Resource Book, Kindergarten level, "Interaction," is a Chinese and English collection of instructional materials for classroom use. The book contains a plenitude of worksheets, games, puzzles, flashcards, and teaching pictures. Some can be duplicated and used immediately in the classroom; others will require time to assemble. The materials relate to such concepts as feelings, relations with other children, creativity, and cooperative problem solving. The overall theme is "Interaction."

Teacher's Guide, Kindergarten level, "Interaction," is printed in English only at this time. Future editions will be bilingual, though a Chinese-English vocabulary is supplied in this pilot test edition. "Interaction" is the framework for the books' three units: behavior,

cooperation, and communication. This book is cross-referenced to the *Teacher's Resource Book*, "Interaction."

Teacher's Resource Book, Kindergarten level, "Identity," contains more Chinese and English instructional materials for classroom use under the overall theme of "Identity." The materials function to help children in: (1) self-discovery, and (2) groups. The materials are based on concepts such as interaction with the environment through the senses, beauty and self-worth, and group influences.

Teacher's Guide, Kindergarten level, "Identity," appears only in English but contains a Chinese/English vocabulary for the teacher. This book is cross-referenced to the *Teacher's*

Resource Book, "Identity," and offers a large number of suggested activities and learning objectives.

Teacher's Resource Book, First grade, "Interaction," provides Chinese and English materials relating to how one's behavior influences the behavior of others, what rules and regulations mean and how decision making influences people's needs. Instructions on how to use the materials are in the *Teacher's Guide*, "Interaction."

Teacher's Guide, First grade, "Interaction," is only in English in the present edition but contains a Chinese/English vocabulary. This book presents the conceptual statements and accompanying learning objectives in sequence with the *Teacher's Resource Book*, "Interaction."

Teacher's Resource Book, First grade, "Needs," deals with children's physical, intellectual, and ecological needs in a Chinese and English format.

Teacher's Guide, First grade, "Needs," contains a Chinese/English vocabulary but is printed in English only in this pilot edition. The book accompanies the *Teacher's Resource Book*, First grade, "Needs."

SIPNAYANG PANGKINDERGARTEN HANDBUK NG GURO

Sipnayang Pangkindergarten Handbuk ng Guro (Kindergarten Mathematics/Teacher's Handbook) is a pilot edition produced by the Asian American Bilingual Center in Berkeley, California. After completion of pilot testing, the NDAC-LA will publish a field test edition. The purpose of the text this handbook accompanies is to foster a positive attitude toward learning mathematics, through the dual presentation of the same concepts, information, and theories in English and Pilipino.

For each chapter of the pupil's text, the Teacher's Edition contains these corresponding functions: (1) the mathematical background of the topics taught in any given chapter, (2) objectives of the chapter, and (3) detailed directions for using each page of the text. The book is intended for average ability students. Each page has matching Pilipino and English texts.

Wikang Pilipino

Wikang Pilipino is a bilingual Pilipino and English textbook for learning the Philippine language for grades 9-12. The book is based on an integration of spoken Pilipino rooted in Tagalog grammar and vocabulary, and the formal or standard Pilipino taught in schools. The preface notes further that Pilipino, as an amalgam of Ilocano, Visayou, and Pampango as well as English, Spanish, and Chinese, is still a developing language.

The bilingual format of *Wikang Pilipino* has Pilipino on the left side and English on the right side of each page. Exercises accompany the text; vocabulary and additional, usual expressions are also provided.

CHINESE LANGUAGE ARTS

The National Dissemination and Assessment Center, Los Angeles has also received a pilot edition of the *Teacher's Handbook for the Chinese Language Arts*.

The purpose of the book is to help the teacher strengthen the pupil's comprehension and expressive capability in Chinese. The Chinese language is seen as the conveyor of bicultural concepts, ideas, and knowledge. The Asian American Bilingual Center's goal is that children enrolled in a bilingual program using these materials under sound, qualified instruction will eventually become totally bilingual and biliterate.

Since young children have a short attention span, the curriculum is packed with a rich variety of activities that do not overtax their limited abilities to concentrate. This is seen as a vital balance to the difficulty of the rote memorization method of learning the multiplicity of Chinese characters.

The variety of activities in this curriculum will increase the children's motivation to learn Chinese.

The entire language arts curriculum has been packaged into five items. They are:

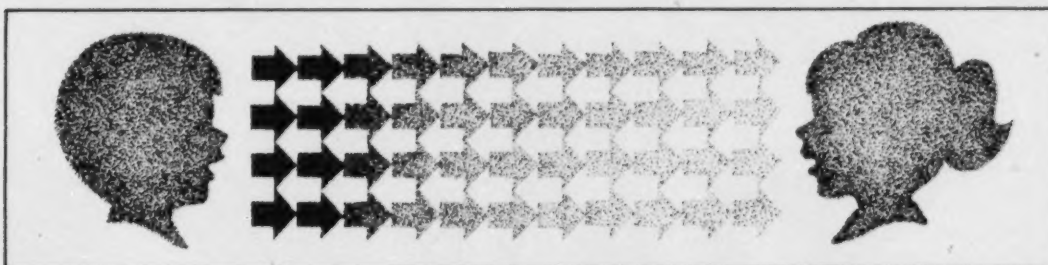
- A. *Teacher's Handbook* (3 volumes)
The handbooks are named by the Center's three major concepts: Identity, Needs, and Interaction. Each volume consists of ten lessons, and every lesson covers one week of instruction, a half hour daily. Listed in each lesson are the objectives, materials, and activities to be used. The lessons are simple and the format is designed for easy usage. The learning activities are at the back of each lesson and are printed on color pages for easy reference.
- B. *Student Workbook* (3 volumes: Identity, Needs, and Interaction)
Each volume of the workbook contains ten lessons to accompany the *Teacher's Handbook*.
- C. *Flash Cards* (one set for the entire year)
There are sixty-five cards in the set, which includes forty words for recognition and writing practice and another twenty-five for recognition purposes only.
- D. *Picture Book* (one book for the entire year)
The picture book contains teaching pictures that accompany the three teacher's handbooks. The book is monochromatic. The teacher can freely add colors to it or take it apart and mount the pictures on tagboard.

E. *Story Book* (five for the year)

The story books provided are: (1) *The Magic Brush of Hsiao-San*, (2) *Rainy Day*, (3) *The Naughty Little Monkey*, (4) *Raindrops*, and (5) *Birthday Party*.

Finally, it should be stressed that the Asian American Bilingual Center recognizes that the teacher is the key to the success of any curriculum. Your creativity and professional judgment in matching this curriculum to the needs and interests of your students is essential. The National Dissemination and Assessment Center, Los Angeles welcomes your comments and criticisms.

For further information on publications of the National Dissemination and Assessment Center, Los Angeles, refer to *Bilingual Resources*, Vol. 1, No. 1, Fall 1977.



Issues in Language Testing*

Editor's note: *Oral Language Tests for Bilingual Students* describes and evaluates 17 commercially available measures, six measures in the field test stage, and two experimental measures. All tests are evaluated in terms of specific criteria in these four criterion areas: measurement validity, examinee appropriateness, technical excellence, and administrative usability. The first chapter, "Issues in Language Testing," is reprinted below.

The task of accurately assessing the language and cognitive development of children who are limited speakers of English and who are in bilingual education programs in the United States is a challenging one involving several problems. Two major problems have been (1) the determination of what language skills and linguistic structures to describe and (2) the identification of adequate tools or instruments to measure the child's language usage. Bilingual education programs in the United States, since their inception in 1967, have been continuously seeking

evaluation techniques for their students and programs. Unfortunately, data regarding specific language assessment procedures, teaching methodologies, and model programs are very limited.¹

Policy of Assessment in Bilingual Education

National policy as established in the Bilingual Education Act of 1974 states that

... a national assessment [be conducted] of the educational needs of children who speak primarily a language other than English and of the extent to which such needs are being met from Federal, State, and local efforts, including, not later than July 1, 1976, a census of the number of children in the States and a plan to be carried out in five years for extending bilingual education programs to all such preschool and elementary school children ...²

In other words, a national assessment to identify and describe specific needs of limited- and non-English speaking children has been mandated in order to carry out bilingual education programs in the United States. Supportive agencies such as the National Institute of Education have also been directed to provide research

assistance in testing innovative practices, techniques, and materials in bilingual education. Assessment procedures are to serve as initial planning stages in determining both quantitative and qualitative needs in bilingual instructional programs.

Language assessment for bilingual education programs is therefore not merely the concern of isolated districts with large limited- or non-English speaking populations, but is national educational policy.

Definitions

Before describing some of the problems encountered in efforts to assess child language usage patterns, the terms *language*, *language dominance*, and *language proficiency* (which are used throughout this document) must be defined.

Most linguists today generally agree on the following definition of language:

Language is a highly complex system of conventional oral symbols by means of which members of a community interact for the purpose of communication.³

More specifically, language is a system of three highly structured components: (1) phonology (sound),

**Oral Language Tests for Bilingual Students: An Evaluation of Language Dominance and Proficiency Instruments*. Portland, Oregon: Northwest Regional Educational Laboratory, 1976. (Acknowledgements: Robert J. Silverman, Joslyn K. Noa, Randall H. Russell)

(2) grammar (form and structure), and (3) semantics (meaning).⁶ Oral production and aural reception are the primary factors of language; however, written systems representing the conventional meaning of the acoustic symbols in a language have also evolved. These written systems differ according to the language in question: they may be composed of letters, such as *book* in English, *libro* in Spanish, and *lepblo* in Chamorro; they may be represented by characters, as 本 in Japanese; or they may be expressed pictorially:



Essential to this definition of language is the idea that language is a social tool for communication. This implies that as long as effective communication is the end result of any language, distinctions such as "standard" or "substandard" made in reference to particular dialects of a language are unimportant. Whether the language is from a child, teenager, or adult; whether it is used by individuals earning high or low incomes; whether it is spoken only by certain populations within a cultural group — language is neither good nor bad, correct nor incorrect. Systematic linguistic differences exist across all social, political, and economic levels of every culture.

Whereas language has been defined to the satisfaction of most professionals in linguistics and related fields, there is no common agreement among linguistics, psycholinguists, and language test developers as to what constitutes "language dominance" and "language proficiency." Nonetheless, it is usually conceded that language dominance refers to the primary language in which a child interacts most often in the home.⁴ It has also been viewed in terms of the comparison of skills in two or more languages.⁵ Language proficiency generally refers to the degree to which an individual demonstrates linguistic competence in a language, regardless of how that language may have been acquired.⁶

The foregoing definitions of language, language dominance, and language proficiency should be borne in mind throughout the following general discussion of language assessment.

Brief History of Language Testing and Problems Encountered

Emphasis on language learning,

specifically foreign language learning, emerged in the early forties within the U.S. Armed Forces.⁷ Due to the military's increased awareness of the value of knowing and speaking another language brought about by exposure to foreign cultures during World War II, some twenty-seven different language courses were being conducted at fifty-five colleges and universities by 1943.⁸ By 1948 the Defense Department had designed language proficiency tests in thirty-one languages for military personnel assignments.⁹ Since then, other government agencies have developed tests to evaluate the language proficiency of their employees for job placement and promotion purposes.

It appears that the development, design, and in some instances the utilization of many language tests in existence today (both foreign language tests developed by the Educational Testing Service as well as those used in English as a Second Language and bilingual education programs) grew out of these earlier military and government language tests. An important characteristic of these tests used by the military and the government is that they were designed for adults and reflect the general language pattern of adults. Although adult language and child language share certain elements, there are readily identifiable differences between the two. Recent studies in Black English take cognizance of this problem.

Once we know what we might ultimately expect in the adult speaker of the dialect, we must determine at what point these

features appear in the speech and understanding of the child learning this dialect.¹⁰

In assessing a child's language, the kinds of phonological, morphological, syntactic, and semantic constructs found may not be the same types of language constructs encountered in the adult. Although phonology, morphology, syntax, and semantics are general language structures frequently assessed in children, development of these domains in children may differ significantly from their development in adults. Stated another way, an adult can choose from a variety of grammatical structures to express a particular concept while a child can choose from only a few. Figure 1 illustrates the differences between the degree of development of language domains in adults and in children.

It is therefore essential that language assessment procedures be built on specifications of the linguistic and conceptual areas to be evaluated, and of the particular levels of language development considered for assessment. It must then be determined what evaluative techniques can be used to assess the identified areas.

The problem of what language and linguistic structures are to be evaluated in a child is difficult to resolve without first obtaining an adequate description of the linguistic rules and structures and the sociological functions of a child's language. Every child has a general cognitive set of grammatical rules and structures. The use of particular items from this set is determined by

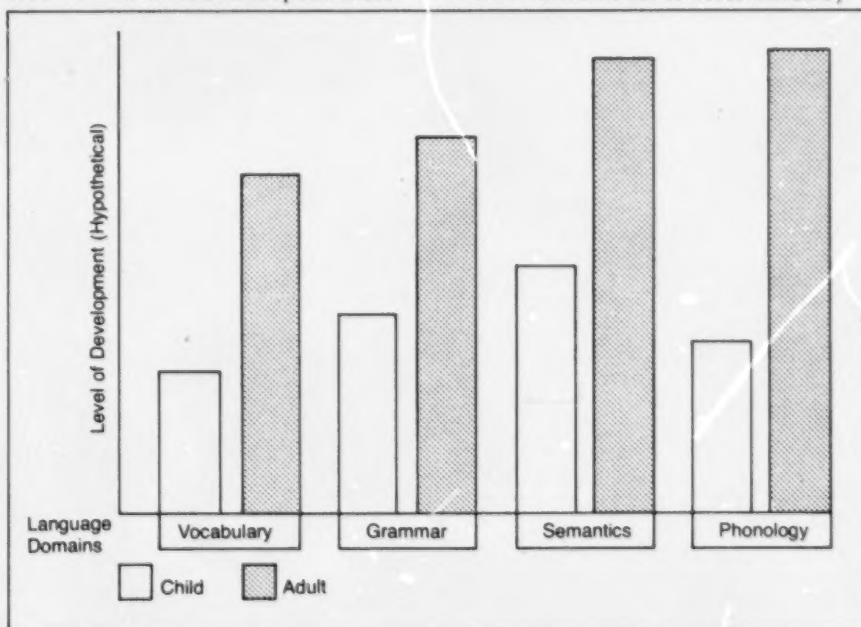


Figure 1

⁶Though vocabulary (the total number of words in a particular language) is included as a separate linguistic structure within the domain of language assessment, linguistic theory generally classifies it as a sub-component of grammar.

their appropriateness in specific social situations, a concept similar to what Hymes (1971) refers to as "communicative competence."¹¹ Information regarding a child's communicative competence should be available to test developers and test interpreters, since lack of such information may result in an inaccurate evaluation of the child's linguistic ability. For example, a child who is actually bilingual in English and Chinese might speak only English in the classroom, based on his or her perception that English is the appropriate language in this setting. Consequently, if language assessment were based solely on teacher observation in the classroom, this student might be misclassified as monolingual in English. Thus, a general descriptive pattern of the underlying communicative competence of a child, no matter what languages he or she speaks, is essential to determine what language skills and linguistic patterns to tap in evaluating a child's language.

Once a general description of the child's language usage patterns is available, the domains of linguistic structures sampled in the test must be determined. Possible domains include (1) vocabulary, (2) phonology, (3) grammar, and (4) semantics. The criteria for selecting certain domains over others may vary. In one instance, general knowledge of a large number of vocabulary words may be considered a better indicator of language skills than the ability to distinguish between parts of sound segments. The resultant test would thus emphasize the domain of vocabulary over that of phonology. In another instance, a child who can express several abstract concepts using the same basic sentence pattern might be considered more proficient than one who is able to generate many different patterns, but is able to conceptualize only a limited number of ideas. A test designed according to this set of criteria would therefore evaluate semantic rather than syntactic elements.

Whatever linguistic structure is selected for purposes of evaluation, measurement will be influenced not only by the social context factors in a child's speech (as discussed previously), but also by selection of the communication skill area — listening, speaking, reading, writing — examined in the test. A test measuring a child's ability to comprehend oral language, for example, need not reflect the child's ability to speak that language, since these two skills are not in the same area.

The relationship among the three domains considered in language assessment (i.e., communication skills, social contexts, and linguistic structures) can be represented as follows:

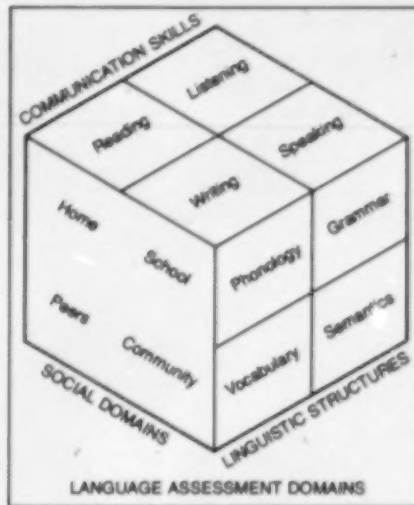


Figure 2

Once the social domains, linguistic structures, and communication skills are identified for a child or a group of children, the means to measure language accurately within these domains must be identified. Although there have been many attempts to measure the language skills of bilingual primary school children, especially in the area of speaking (Carrow, 1957; Dailey, 1968; Lambert and McNamara, 1969; Stemmler, 1967),¹² evidence suggests that there is no single best way to assess the language of children. Instead, various approaches have been utilized to measure language dominance and language proficiency in children who have limited English abilities or who are in bilingual education programs. The major approaches used to date have been:

1. Language usage interview
2. Story telling
3. Question and answer
4. Language repetition and completion

An interview with a child and/or parent(s) can provide general sociolinguistic information about the various languages spoken and heard at home in addition to indicating with which language the child feels most comfortable. Such information can be readily verified by the child's parent or guardian. However, a language usage interview provides no information on actual language proficiency. Furthermore, social pressures to speak only one of the two languages in the home may prevent some parents from giving realistic

information to interviewers. Thus, the rapport between interviewer and parent(s) will affect the accuracy of a home language usage interview.

Story telling is a simple and very popular means of assessing the general language facility of students, particularly at the elementary level. Some form of visual stimulus (e.g., a picture, photograph, painting, slide, or film) is presented to a child, who responds by telling a story about the stimulus material. This method has the advantage of enabling the child to display a broad range of general language abilities in an atmosphere of creativity and spontaneity. However, difficulties arise in scoring each particular linguistic domain (phonology, grammar, vocabulary, or semantics) apart from the others. In general language usage all of these domains are so interdependent that separation of individual domains is very difficult. Furthermore, a specific linguistic domain may not be well represented in the child's story, and as a result, little information can be gathered regarding the child's ability within this domain. Finally, the quality of the language sample procured depends largely on the content of the visual aids used. In order to gather accurate information about the child's language ability, story stimuli should be carefully screened for linguistic and cultural appropriateness.

Another general approach in language assessment is the question-answer method which answers the need for simplicity in administration and scoring. Specific phonological, morphological, syntactical, and semantic stimuli are presented in the form of individual questions; the child must provide appropriate answers. For example, the question, "Where are the chairs?" may be presented with a picture of chairs in the classroom; the desired response would be a grammatically appropriate sentence, such as, "The chairs are in the classroom." The sequential syntactic pattern of subject, *the chairs*; verb, *are*; and prepositional phrase, *in the classroom*, is the response required for maximum points. (This item may also be scored as a simple vocabulary recognition test.)

Because of the specificity of stimulus questions, the question-answer approach can be used to focus on discrete parts of a particular linguistic domain. While in some cases this may be desirable, the test nevertheless measures only a small portion of overall language proficiency. In addition, a large number of test items must be

included in order to ensure that each linguistic domain has been adequately covered.

Language repetition and completion affords another method of identifying specific linguistic domains of proficiency. In language repetition, a child must repeat verbal stimuli using pronunciation, intonation, and articulation equivalent to those used by the examiner. For example, the /s/ sound in *shopping* must be distinguished from the /ç/ sound in *chopping*. Grammar can also be assessed using this technique by having the child complete a sentence or phrase, such as:

The girl is _____

- a) run
- b) ran
- c) running

This technique provides control of responses and simplifies scoring and administration. Additionally, because specific features of the child's language are measured, information acquired can be used for diagnostic as well as placement purposes.

However, there are two major limitations to the repetition and completion method. First, a child's capacity to repeat or complete language patterns does not necessarily reflect any ability to adapt and use these patterns in everyday speech: the ability to repeat is not the same as the ability to comprehend and use a structure in another situation. Secondly, listening and speaking are so intricately related in speech that it is difficult to differentiate between the influences of each on a particular linguistic item. For instance: if a child incorrectly reproduces a phoneme, he or she either did not *hear* the sound(s) properly, or is unable to *produce* the same sound(s). It is very difficult to decide on the basis of the test alone which factor caused the mistake.

Components of Oral Language Testing

All of the language skill tests described and evaluated in this report depict a part of the cube diagram illustrated earlier. Figure 3 displays the portion of the language testing domain which is reflected by these instruments.

As illustrated in Figure 3, tests described in this report assess listening and speaking skills in two or more languages within the school environment. Tests measuring the child's performance of reading and writing skills, while they do exist, were not evaluated in this survey, since the report focuses on oral language measurement.

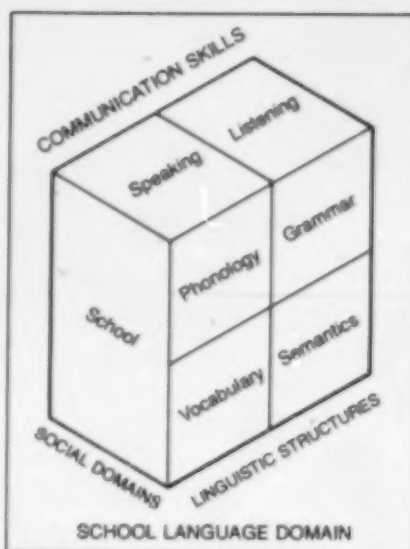


Figure 3

In the test description portion of the present survey, tests have been classified according to which of the four types of language structures they are designed to evaluate. Thus, tests may belong to one or more of four major categories, as suggested both in Figure 3 and by the oral language domain coverage matrices included in the test descriptions:

Vocabulary

A vocabulary test contains a selection of one-word items which the child must identify verbally or nonverbally (for example, by pointing or marking an "x" on an answer sheet).

Grammar

A grammar test measures the use of morphological items (sound units which carry meaning) and the arrangement of these items together in a word and/or sentence. The child must demonstrate the ability to identify the items and/or use them in a sentence.

Semantics

A semantics test involves language items which may characterize conceptual domains (such as time, space, or direction relationships). A child must demonstrate the ability to understand concepts and/or produce meaningful sentences.

Phonology

A phonology test presents the distinctive sound features of the language and requires the child to recognize them, either verbally or nonverbally.

Accurate assessment of limited-English speaking and bilingual children has become national educational policy. An essential part of bilingual program planning, language assessment of any

sort — language dominance, language proficiency, or sociolinguistic testing — requires a total description of the communication skills; linguistic structures, and functional usage of the child's language within all social domains. Once specific structures to be assessed have been defined, the manner to adequately evaluate these structures must be determined. It is hoped that continued research efforts in the field of child language acquisition and development will result in new, more comprehensive methods of assessing the linguistic capabilities of bilingual children. □

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- ⁷William G. Moulton, "Linguistics and Language Teaching in the United States: 1940-1960," reprinted from *Trends in European and American Linguistics*, Netherlands: Spectrum Publishers, 1963, also available from ERIC: ED 038 879, p. 84.
- ⁸Calvin R. Petersen and Francis A. Carter, "Some Theoretical Problems and Practical Solutions in Proficiency Test Validity," *Testing Language Proficiency*. Arlington: Center for Applied Linguistics, 1975, p. 105.
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- ¹⁰B. Fraser, unpublished proposal. Cambridge, Mass.: Language Research Foundation, 1969, as cited by Courtney B. Cazden, *Child Language and Education*. New York: Holt, Rinehart and Winston, Inc., 1972, p. 258.
- ¹¹Dell Hymes, "Competence and Performance in Linguistic Theory," *Language Acquisition: Models and Methods*. New York: Academic Press, 1971, pp. 3-28.
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TEST REVIEWS

AUSTIN SPANISH ARTICULATION TEST

The *Austin Spanish Articulation Test (ASAT)* was designed for use by speech pathologists "to identify articulation problems in Spanish speakers." The ASAT evaluates the child's production of the principal phonemes and phoneme combinations in Spanish: single consonant sounds, single vowel sounds, diphthongs, and consonant clusters.

The test is individually administered. Total administration time for the 59 items is approximately 25 minutes. The verbal responses, elicited by incomplete sentences and visual stimuli, contain most of the phonemes in initial, medial, and final positions. The child is required to listen to the sentence, observe the pictorial stimuli, and articulate the word with the desired sounds. The ASAT should be administered by an examiner who is trained in articulation testing. A "working knowledge" of the phonemic system of Spanish is essential for all test administrators.

The language used is standard Spanish. The ASAT was reviewed and field tested by the creators on 29 Mexican-American children in Texas, aged four to seven. The ASAT does not attempt to "distinguish between allophonic variations" of Spanish, i.e., phonological differences in various dialects. Data on basic differences in phonology for the major dialects of Spanish would be desirable and useful to the speech pathologist. Such information would prevent scoring [ý] or [ž] as misarticulations of [y] in such items as *calle* or *llave*.

The ASAT is marked by a few minor errors in language usage. The word *nubes* is incorrectly spelled *nuves*. In reference to human stature, *corta* is used as the antonym of *alta* instead of the word *baja*.

Austin Spanish Articulation Test, Learning Concepts, 2501 North Lamar, Austin, TX 78705. © 1974. Kit: Manual, 25 Scoring Forms—\$16.95. Ages 3-12.

SPANISH/ENGLISH LANGUAGE PERFORMANCE SCREENING

Identifying which language a bilingual child can use most effectively is essential for the child's education, particularly when he or she enters school for the first time. To determine the dominant language of four- to five-year old children with diverse linguistic competence in Spanish and English, consider *Spanish/English Language Performance Screening (S/ELPS)*.

The S/ELPS screens the child's language for dominance and provides five language categories for initial instructional grouping in bilingual programs: Spanish, Predominantly Spanish, Bilingual, Predominantly English, and English.

The S/ELPS has two components: "Parte I—Español" and "Part II—English." Each component is identical in format. The fifteen items in each are parallel, but they are not identical. Both components can be administered and scored in fifteen minutes by an individual who is fluent in both languages, is familiar with the test procedures, and has practiced giving the test. The examiner is advised to use only the language that is being tested while administering each component: Spanish in Part I and English in Part II.

Dominance is determined from language elicited through five language activities: Answering Questions, Naming Objects, Following Directions, Describing Objects, and Describing Pictures. These constitute the format of each component and reveal the rationale of the test.

The S/ELPS was designed to elicit samples of "receptive, inner, and expressive language abilities" of four- and five-year olds. Receptive and inner language assessment is tied to the processing of information and instructions required in order to respond to questions and follow directions. For example, in item 3 the child is requested to respond non-verbally to the following: "Pon el reloj en la caja," and "Put the scissors in the box." Expressive oral language is assessed by the language utilized to label objects and describe pictures, e.g., in item 4 "¿Qué está pasando en este dibujo?" and "What is this picture about?" The diversity of language activities serves to tap different levels of performance in each language.

Standard language is used in each component; it is simple, basic, and appropriate for the designated age group. The Spanish used, reviewed by consultants for the creators of the test, is considered common to the major dialects of Spanish spoken in the United States.

The S/ELPS assesses the dominant language "without the requirement of an extended period of observation." It can also aid examiners in determining "the

language most appropriate for administration of other tests." Although the categorization for language does not "describe completely the wide array of language behavior encountered in the classroom," it does "provide convenient references for initial grouping and teaching." In addition, the selection of objects, pictures, and items make the test informal and interesting to most children.

Spanish/English Language Performance Screening, CTB/McGraw-Hill, Del Monte Research Park, Monterey, CA 93940. © 1976. Classroom Kit (40 Report Forms in duplicate): \$40.00. Ages 4-5.

BILINGUAL EDUCATION PAPER SERIES

BILINGUAL EDUCATION PAPER SERIES*

The NDAC-LA has established the *Paper Series* to provide educators with recent research and position papers on bilingual education.

The following are brief descriptions of recently released and upcoming issues:

AUGUST

IMPLICATIONS OF CURRENT ASSESSMENT PROCEDURES FOR MEXICAN-AMERICAN CHILDREN

by Jane Mercer, PhD

The realities of discriminatory intelligence-testing of Mexican-American children in a local school district in Riverside, California, are described in this paper. The data, logic, and analysis presented by Dr. Mercer are impeccable and impressive.

SEPTEMBER

LINGUISTIC BASES FOR BILINGUAL EDUCATION

by Muriel Saville-Troike, PhD

Dr. Saville-Troike discusses the various functions and characteristics of language. The author scrutinizes the "contrastive" point of view on language in education, which she feels has held sway the last 30 years. Dr. Saville-Troike believes that "language interference," the idea that the first or native tongue is somehow to **blame** for the difficulty a student might have learning a second language, is an invalid concept. In detailing and analyzing areas of "language interference," the author discusses bilingual education and language instruction from a linguistic point of view.

OCTOBER

PLURALISM AND POTPOURRI: ASIAN AINT'S

by John Lum, PhD

Asian "voicelessness," a statement of how Dr. Lum feels about the present situation Asians face, is a problem of serious magnitude. The author's theoretical model, with its implications of severe mental strains and illnesses, is direct and disturbing. He treats a number of specific questions, such as the use of books from China and cross-cultural orientation techniques, while emphasizing experiential learning over scholarship. The paper is relevant to the problems of learning English and first-language maintenance, as well as to the broader needs of needs of Asian-Americans—especially Chinese Americans.

NOVEMBER

THE DUAL LANGUAGE PROCESS IN YOUNG CHILDREN

by Eleanor Thonis, PhD

With a great deal of sympathy and insight into her subject—young children—Dr. Thonis discusses the difficulties of dual language learning: "gloomy prophecies" that see "the burden of **dual language** learning as overwhelming." The author counters the prophets of gloom by urging use of the stronger language to serve as the medium by which the child absorbs new concepts, ideas, and experiences at the earliest possible age. Language **pro forma** and language as a carrier of data and knowledge are two different things, and Dr. Thonis argues against the injustice of expecting a child to master a new language (phonology, structure, vocabulary and semantics), orally and in writing, simultaneously with acquiring information conveyed in the new language.

DECEMBER

ATTITUDES TOWARD LANGUAGE AND THEIR IMPORTANCE FOR CHILDREN'S LANGUAGE LEARNING

by Ronald Macaulay, PhD

The author argues for a cultural approach to language learning. Attitudes "which squander time and energy on trivia" are harmful, since the child has two worlds to absorb. Macaulay notes that differences teachers may consider significant are of no consequence to the child, and that the emphasis on both languages should be on communication rather than language itself.

JANUARY

THE POLITICS OF SPEAKING: AN APPROACH TO EVALUATING BILINGUAL-BICULTURAL SCHOOLS

by Frederick Erickson, PhD

Dr. Erickson presents a "sociolinguistic design for evaluation research," based upon his ideas about the "politics of speaking," the way a situation influences or determines the conduct of daily speech. He believes that a non-critical position, at the least, is necessary to measure and evaluate the various common speech patterns of bicultural children: "No language used by students would be 'politically illegitimate' or 'subversive.'"

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